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ABSTRACT

The first year of a demonstration experience-based career education (EBCE) project implemented to provide realistic career information to J.L. Mann High School (South Carolina) students was evaluated. The project was intended to provide the EBCE students with community-based career experiences structured to reinforce academic instruction, and combined community experiences in relation to the student's own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics was provided to enhance student achievement in basic skills. Evaluation data indicated an overall very favorable response to the EBCE program from students, parents, and the community. Twenty-one of the thirty-four students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." Limited cognitive data indicated that the EBCE students achieved as well in academic areas as they would have achieved in the conventional program. (Appendixes, which make up the greater part of the document, include various project materials, e.g., management schedule documentation, dissemination schedule documentation, dissemination products, EBCE student handbook, and career guidance objectives and criterion referenced activities for the classroom teachers. (TA)

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INTERIM REPORT
FIRST YEAR
(September 20, 1976 to September 20, 1977)

Project No. 502-AH6-0050
Grant No. G04-76-03004 Part D

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EXPERIENCE-BASED CAREER EDUCATION
High School Level Demonstration Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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September 20, 1977

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The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY OF REPORT

Time Period:

This report covers the time period of September 20, 1976, to September 20, 1977, which is the first year funding for this Experience-Based Career Education (EBCE) Part D grant. The time period of September, 1976, through January 18, 1977, was spent on start up activities: staffing, staff training, recruitment of students, curriculum development including purchase of materials, and preparation of physical facilities. The program was implemented during the period between January 18 and May 31, 1977. Time during the summer period was used to modify and strengthen delivery services including additional curriculum development and staff training.

The goal of this Experience-Based Career Education program is to provide realistic career information to J. L. Mann High School students. This goal is to be accomplished by providing the EBCE student with community-based career experiences, structured so as to reinforce academic instruction, and combined community experiences in relation to his own interests, aptitudes, and abilities. An individualized course of instruction in English and mathematics, necessitated by the community scheduling, is to enhance student achievement in basic skills.

Goals and Objectives:

The specific objectives of this Experience-Based Career Education program follow:

Student objectives: Students in this program will. . .

1. Increase their knowledge of careers.
2. Increase their achievement in basic skills.
3. Experience positive gains in attitudes toward learning environments, in terms of both school and occupational sites.
4. Experience positive gains in attitude toward self.

Parent objectives: Parents of students will show positive attitudes toward the learning environment.

Community objective: EBCE staff will develop meaningful lines of communication between J. L. Mann High School and businesses, agencies, and other community resources.

Procedures:

The procedures designated in the written proposal have been followed. (See Management Schedule, Appendix A.)

A third party evaluator, Educational Evaluation Services, Incorporated, was sub-contracted, as was the consultant, Research for Better Schools (RBS), in October of 1976.

Applicants were pre-tested in January, 1977, and evaluator maintained close monitoring of community site development, guidance, and academic program, to assure that each component was established as designated and free from sex-bias. (See Evaluation, Appendix C.) Post-testing was accomplished in May, 1977. Quarterly evaluations have been used to modify and strengthen delivery services.

The consultant, RBS, has worked closely with EBCE staff. The J. L. Mann program, as implemented, was an adaptation of the RBS model. It contained the three designated basic components: career development, guidance, and academics. The program was developed to meet the needs of this school and this community.

The program was open for enrollment to all students in the tenth, eleventh, and twelth grades. In this first semester of implementation, thirty-eight students elected to participate: thirty-five in general career exploration, and three in specializations. Students spent two mornings per week, for a total of six hours, in the working community. They spent the remaining three half-days per school week in the program's Academic Resource Center, receiving individualized instruction in English, mathematics, and/or economics, and also receiving group career guidance. Students spent the balance of each school day in additional required or elective courses in the traditional, parent-school program.

Students used school bus transportation and were covered by a blanket insurance plan.

Within the career development component, four career clusters were implemented, utilizing a total of twenty-five community sites. Students chose one cluster for exploration for each nine weeks grading period. During cluster exploration, students followed a detailed plan which emphasized career knowledge, hands-on activities, and reporting to EBCE staff.

Students were scheduled to sites without regard for ethnic or sex tradition, and employers were counseled relative to elimination of traditional bias.

The second component, guidance, dealt with the affect area -- the assimilation, by the student of community experiences, in relation to personal interests, aptitudes, and ambitions. Changing sex roles were examined through use of effective film strips and activities involving peer interaction. Students were provided an opportunity to examine personal values, to integrate career knowledge, and to study techniques of decision making. Simulation, role playing, and idea exchanges were accomplished under the tutelage of trained counselors, so that students might develop the techniques needed to formulate realistic career goals.

During this first semester of implementation, responsibility for guidance was divided equally between the three J. L. Mann High School guidance counselors, the advantage of this approach being that the school guidance staff developed a perception of the career education concept. The disadvantage was a divided commitment.

The third component dealt with cognitive learning, offering individualized instruction in English, mathematics and/or economics -- academic subject areas. On-site experiences were integrated into instruction content.

A Community Advisory Committee was organized in January, 1977. Parents were invited to the Center in May.

Physical facilities were remodeled and furnished by the School District.

Results and Accomplishments:

The results and accomplishments of the first semester of implementation were tentatively assessed in June by EBCE staff, evaluator, State Career Education Consultant, and HEW representative. Effective strategies were identified, and program modifications were then made during July and August.

The Community Development Component was expanded to include eleven clusters. A student can now choose from 228 different jobs. (See Appendix A.)

At the suggestion of an active Community Advisory Committee, a stronger orientation plan has been developed for the second year. Students will be given more guidance in cluster selection and will be required to pass with minimum proficiency a test based on cluster readings. Thus they will know something of the career and its vernacular before entering the community. (See Appendix D.)

It was mutually agreed that during the second program year, one individual would assume guidance responsibilities. During July and August, this staff person (one of the three involved first year) spent in-service time strengthening this program component. She developed guidance objectives consistent with program goals and criteria referenced activities suitable for use in recruitment of students and also for use by classroom teacher/advisors. (See Appendix D.) During October, she will lead a workshop to acquaint classroom teachers with these materials. (See Appendix B.)

The guidance counselor has sought materials for use in eliminating sex-stereotyping. These materials are used within this program and are available for infusion in the parent school.

At the suggestion of the evaluator, the Academic Component offers only English and mathematics during the second year. This plan eliminates scheduling problems, enables teachers to concentrate on raising basic skills, and allows for coincident planning time which should foster a strong team approach within the EBCE staff.

The mathematics and English teachers are new to the staff and have a full time commitment to the program's success. (See Appendix A.) Both are experienced and talented.

In March, 1977, the EBCE Coordinator submitted to the District Administration a proposal for establishing the EBCE individualized program of study as a District prototype. The proposal provides a rationale for developing an individualized program in each District high school. Although J. L. Mann High School's program of study is a necessary adjunct to the EBCE model, a rationale for making prescriptive teaching available in each high school can stand apart from EBCE. Whether or not the District accepts this proposal will depend on future evaluation of the J. L. Mann individualized classroom and on availability of implementation funding. Meanwhile, the EBCE staff continues to refine the approach.

Some dissemination was accomplished during the first year, though greater stress was placed on program development. (See Dissemination Schedule, Appendix B.) Dissemination involved primarily this community. In addition, a close working relationship was established with the South Carolina State Department. This EBCE program has been nominated by the State Consultant for Title IV-C replication in a modified version.

Parents and students attended EBCE open house in May. In the future, at the suggestion of parents, this event will be held at the beginning of each semester.

EBCE Coordinator handled summer job placements for students in EBCE or otherwise enrolled at J. L. Mann High School. Of those EBCE students seeking jobs, all but four (all under age 16) were placed.

Five J. L. Mann students participated in career specializations in the summer. (See Appendix A.)

The original proposal designates that 72 students will be enrolled in the second year. Presently 55 are enrolled, 50 in explorations and five in specializations. Some students are enrolled for two semesters; others for one. When additional students are enrolled in January, 1978, for clusters available only in second semester, it is anticipated that the designated number will be reached or exceeded.

It was recommended that expanded office space be made available to the program and that additional furniture for storage and study carrels be supplied. This has been accomplished with financial assistance from the School District. The present facilities are attractive and meet the needs of the program.

The EBCE Coordinator was instructed to seek use of State-owned vans for transportation, rather than full-sized buses. At the request of the EBCE Coordinator, the District Transportation Manager has been in contact with the State Department on this matter, as yet to no avail. (See Appendix A.)

In an effort to make the program more self sustaining, second year students are being covered by student insurance at their own expense. (See Appendix A.) Legal waivers have been checked by an attorney.

Evaluation Summary

The EBCE project at J. L. Mann High School during the 1976-1977 school year should be considered a pilot study which will be fully implemented in each of the next two years. Although originally proposed for full scale implementation during the first year, some significant problems resulted in a conference between the third party evaluator, school system evaluator and the HEW project coordinator to revise the original evaluation model in keeping with project reality. The major problem may be due to a delayed date of funding which was after the school year beginning date. This resulted in the shifting of personnel, including those who were assigned full time to the project; difficulty in recruiting, scheduling, training and planning time for instructional staff; and the recruitment of a cross-section of students for the program and control groups. Also, the evaluators suspect the timetable for providing adequate space and facilities was delayed due to late funding.

Even with the problems cited above, some useful evaluation data have emerged which indicate an overall very favorable response to the EBCE program from students, parents and the community.

1. The school system has assigned an excellent administrative staff to the project. The EESI staff has continuously monitored administrative modus operandi and we would describe the leadership as strong, goal oriented, straightforward and open.

2. The development of a cooperative relationship with community resource personnel has been very successful. The community resource coordinator has done an excellent job in the difficult task of establishing the job sites through identifying, soliciting and receiving community cooperation.

3. Students perceived the program as achieving its purposes and support it rather strongly. Twenty-one of the 34 students in the program rated the EBCE experience as "more satisfying" than former regular school experience, whereas only two rated it as "less satisfying." One student stated, "I learned much more in this program than I have by being in school for two years." Limited cognitive data indicate that the students achieved as well in the EBCE program in academic areas as they would have achieved in the conventional program.

4. Parents were very pleased with their children's participation in the EBCE project, one stating that this program kept her child in school.

5. Response has been very favorable to dissemination activities about the project with special interest demonstrated at both the District and State levels.

6. All recommended project changes have been incorporated into the second year project.

7. Instructional staff instability has been a major problem. The instructional staff for the second year was changed and the evaluators

agree that these changes were necessary for program success. However, the new staff had to be oriented and trained in keeping with project objectives. This represents a duplication of effort from first year of the project.

8. The students who chose to participate in the first year of the project represented the low end of the school grade range (a mean of 1.79 on a four point scale for three previous semesters) when the job clusters were more in keeping with students who achieve grade point averages in the higher range. It is noteworthy that not a single student had a grade point average above 2.61 (a C average). Post-high school plans indicate 16 of the students planned to enter professional areas after completing the EBCE program which is not consistent with observed grade point averages.

9. The guidance staff position was divided among three counselors, each assigned one-third time to the project. This arrangement did not provide sufficient project support, so for the second year one counselor was assigned full time to the EBCE project. The RBS guidance materials were used well. Guidance activities should continue to be held at least twice weekly to insure adequate site orientation and followup.

10. Student motivation to participate in EBCE must continue to improve. The awarding of academic credit for EBCE is seen as a major positive motivator. The use of individualization is excellent as a method of overcoming scheduling problems caused by special projects. The grades assigned to EBCE students appeared to us as harsh and likely to discourage volunteers; however, the EBCE grades were in keeping with grades previously earned by these students.

11. The development of career clusters is on schedule and materials are excellent. Orientation to sites was weak initially, but orientation procedures are now developed to a stage that other programs can well use as a model.

12. The EBCE staff did an excellent job of sensitizing students to sex bias and sex stereotyping problems. We found some limited evidence of sex bias in materials and sex stereotyping on job sites; however, these problems were rare and were handled well by staff.

Conclusions, implications, and recommendations for the future:

This section of the Interim Report is written by the J. L. Mann High School EBCE staff prior to receipt and analysis of the findings of the third party evaluator, Education Evaluation Services, Incorporated.

The conclusions, implications, and recommendations expressed herein are those of EBCE staff members based on their observations during the first year of program operation. They are to be viewed as separate and distinct from the objective assessment by Education Evaluation Services, Incorporated.

During the first program year -- September 20, 1976 to September 20, 1977 -- the J. L. Mann High School EBCE Coordinator, accompanied by varying staff persons, was privileged to attend Part D conferences and to visit other ongoing Career Education programs. These experiences have broadened staff perception of career education.

The J. L. Mann EBCE program has been modified to incorporate ideas gained from these experiences. By the same token, EBCE staff can now testify to the basic soundness of J. L. Mann's program design.

As an example, J. L. Mann's program provides an elective credit for the career education component of EBCE. Some projects do not. This staff believes that provision for credit gives validity to the task, lifting it out of the realm of "kid stuff."

As an example, J. L. Mann's program offers the community component to its students on a schedule of two half-days per week. Many projects offer this component on a schedule of one full day per week. Both alternatives provide for approximately the same amount of time at the job site; yet the J. L. Mann half-day approach has distinct advantages:

Our students have the opportunity for immediate feedback to EBCE staff when they return at mid-day. Our staff does not need to wait until next week to learn that an EBCE student has met with success. Our staff does not need to wait until next week to learn that there has been a problem. In terms of guidance, this is significant.

Moreover, the half-day schedule allows our EBCE students to be mainstreamed into the parent school each day of the week. It means that our EBCE students never need to ask to be excused from a school classroom for EBCE activities; thus the parent school teachers do not feel the EBCE program is an intrusion.

The J. L Mann EBCE schedule also allows for coincident and adequate planning time for staff so that an integrated, team approach to Experience-Based Career Education is possible.

These are examples of program strengths which derive from the basic soundness of J. L. Mann's program design.

Also, after one year of program operation, the J. L. Mann High School EBCE staff can provide a few specific guidelines for others who would start an Experience-Based Career Education program:

First, a strong Guidance Component is essential to the success of the program. It is the Guidance Component which aids the students in assimilating the career experiences in relation to their own strengths, aptitudes, and interests, and which helps them perceive the commitment necessary for success in a given career area.

Second, a strong orientation period is necessary. The traditional school program does not prepare the students for the independence of the Experience-Based Career Education program. A strength of EBCE, of course, is that it does breed self reliance. But a stable period of orientation nurtures this successful outcome.

The new EBCE program must also have staff members committed to program success, willing to walk that extra mile to get the job done.

Fourth and last, the new EBCE program should anticipate community site development as an ongoing need. The more jobs available and the more trained employer-teachers participating, the more likely it is that the student can be fortuitously matched to the right location. With ample site development, there is more likelihood for a one-to-one involvement between student and employer as opposed to the field trip observation. Also, no one site needs to be over-used, an important plus to a profit-oriented business.

Herewith brief comment on other logistics attendant to an Experience-Based Career Education program:

Students in Greenville County will always need some transportation supplied if the EBCE program is to meet the needs of all students. The business community is geographically spread out and no adequate public transportation exists. Supplying transportation has not proved to be as much of a headache as was anticipated, but it must be viewed as an ongoing operational expense.

This staff feels that the EBCE program has an obligation to share student liability with participating employers.

Certainly staff concern about liability has been reassuring to the businessman. However, this expense can be arranged through the school student insurance program at a cost low enough to be borne by the student.

The individualized classroom is an expensive though rewarding method of education. It is also difficult for a teacher experienced only in the traditional lecture method to adjust to a prescriptive approach and to develop a sound management system that paces the student. The EBCE staff at J. L. Mann High School knows that the adjustment can be made and that a sound management system can be developed, for our two teachers are accomplishing this. This EBCE staff has attempted, as aforementioned, to present a rationale for the operation of the individualized classroom in terms of its value apart from the EBCE program.

At this point in time, the EBCE staff of J. L. Mann High School identifies three major tasks to be emphasized during the second program year: Building on existing program strengths, making the EBCE staff and facilities available to those interested in the concept of Experience-Based Career Education, and, significantly, developing a feasible plan for transference to other high schools in this school district.

Building on the existing program strengths must include developing a career education infusion plan for ninth graders, completion of the individualized academic curricula products, and ongoing development of community sites. Demonstrating this EBCE program to interested parties must include, in part, working to create this interest. The need to develop a feasible plan for transference is obvious. This EBCE staff believes that transference is desirable and possible; realistically, we believe that implementation monies will need to be found if transference is to be accomplished

The J. L. Mann EBCE staff, after one year of program operation, remains committed to the belief that our high school students need and want realistic career experiences. We believe that our EBCE students, the boys and the girls alike, have developed an increased awareness of the world of work and have broadened their occupational aspirations. We feel that students completing our EBCE program are more ready to enter the job market. We point with pride to the high percentage of EBCE students who were employed during the summer months. We point with pride to the student who, upon completion of a specialization at an accounting firm, was offered a job "for any summer that she is available during college years."

The staff also notes two specific extrensic values to the EBCE program that are apparent after one year of operation.

First, we see a value in terms of goodwill and community understanding in involving the community in the educational process. We live in a time when public education is under fire. Involving the community in the educational process enables the community to perceive educational problems that exist today which did not exist even ten years ago.

It has been our observation that the business man wants this involvement and can successfully aid the school in motivating our students to a more realistic viewpoint. When we have challenged our business people to teach at first hand the work ethic that we can only preach in isolation, they have risen to the challenge. The public school needs this involvement.

Second, because the EBCE program has high visibility within the parent school, we observe an extrensic value in EBCE to the parent school, those teachers and students not directly involved in the program.

Our students are expected to dress appropriately for the job at which they are to "work" in the community. This means that the boys often appear at school wearing neckties and hard-soled shoes. The girls often wear skirts rather than blue jeans. This attire makes EBCE students very visible in the corridors and classrooms of J. L. Mann. Teachers and students alike tend to ask, "Where have you gone today?" And EBCE students love to share their experiences.

This visibility means that all teachers and students at J. L. Mann High School are daily reminded that all education is, basically, for work. This is why we now have a logo for our Experience-Based Career Education program which announces to everyone that "Education is Working at J. L. Mann High School."

BODY OF REPORT

Statement of Need:

The origins of the Career Education movement nationally are traced to the speech by Sidney P. Marland, then U. S. Commissioner of Education, before the 1976 Convention of the National Association of Secondary School Principals. Since this date the rationale for career education has been expounded upon philosophically by various leaders in education such as Conant, Tyler, and Hoyt.

The true underlying need is better revealed by statistical reports such as the First National Assessment of Career and Occupational Development in 1973-74. The major C.O.D. areas assessed are (1) command of basic skills, (2) knowledge about jobs, (3) career decision-making skills and knowledge. These findings are now benchmarks against which the impact of programs currently funded may be measurable in the repeat assessment planned for 1979-80.

An emphasis on Experiential Career Education was articulated by Eugene L. Dorr, Associate Director for the State Board for Community College of Arizona in an address on February 23, 1977. Mr. Dorr cites current youth unemployment as one of the most sensitive and explosive issues facing us nationally. He challenges education to properly prepare youths to become adults by developing educational activities which tie in the community with the education process and product. He suggests that the experiential approach to career education not only benefits the student on the road to adulthood, but also generates communication within the the community so that decision makers at all levels understand and support the needs of public education.

The rationale for Career Education in the State of South Carolina is based on findings revealed through various needs assessments and attitude inventories conducted specifically in this state. These findings, which are on file with the State Department of Education, reveal that 20% of the adult population lacks functional basic skills and knowledge. An additional one-third are considered functional, with the remaining 46% classified as proficient. On a scale of 1 - 10, students are found to be especially weak in the following areas: work orientation, 2.7; knowledge of major roles, 3.1; identity, 2.9; self reliance, 3.0.

On January 30, 1977, long range goals for the public schools in the State of South Carolina were adopted, scheduled for accomplishment by the school year 1980-81. Based on fundings such as the above, three out of the total of fifteen goals directly reflect the need for career education in South Carolina: to provide an adequate occupational training program for 100 percent of the secondary school students who choose it; to measurably improve competencies; to promote a climate of purpose in all phases of the school program.

A South Carolina State Plan for Career Education is presently under development to attain these expressed goals. The South Carolina Department of Education, adhering to the philosophy espoused by the U. S. Office of Education in P.L. 93-380 and P.L. 94-482, maintains that Career Education can provide the focus for bringing together the often divergent educational activities into a flexible process for continuous learning uniquely fitted to the individual and the changes in society; in other words, the South Carolina State Department of Education perceives career education as a vehicle to promote a climate of purpose in all phases of the school program.

Just as the State of South Carolina mirrors a national need for experiential career education and reflects this need in its educational philosophy for career education, so the County of Greenville mirrors state need and reflects this need in educational goals.

The Greenville County need is documented in the original proposal wherein the county is described as in process of transition from rural to urban with a high percentage of its adult population, both male and female, underemployed and poorly prepared for the more highly skilled jobs created by an influx of industry.

The School District of Greenville County recognizes this local need to broaden occupational aspirations of all students. In August of 1973, the Board of Trustees adopted a Five Year Plan which states: "By 1978-79, all students will become acquainted with the world of work in a career field of their choosing. Concomitant with this goal is the preparation for a life of personal fulfillment and appreciation for the dignity of work.

J. L. Mann High School, a representative secondary school in this District, reflects this local need. Data presented in the original proposal show that J. L. Mann High School has been operating a traditional program.

Where J. L. Mann High School differs from other secondary schools in this District is that principal and faculty have for the past year been committed to a new approach to better prepare young people for adult life -- Experience-Based Career Education -- an approach made possible through this Part D grant. Having completed one full year of Part D funding, the EBCE staff can now describe the needs directly related to the development of an Experience-Based Career Education program.

Although experienced personnel were appointed to the EBCE staff (See Appendix A), the newness of this approach called for staff training in both experiential career education, guidance techniques, and indididualized academic instruction. During the first year of funding, the EBCE staff relied primarily on the contractual services of Research for Better Schools (RBS) to fulfill this need. In addition, the EBCE coordinator, with various staff members, attended Office of Education sponsored conferences in order to enhance her qualifications to administer this demonstration program.

It is anticipated that during the second year program, less reliance will be placed on RBS to fulfill this need. EBCE Coordinator plans to locate, instead, professionals with demonstrated success in some phase of EBCE operation for consultation purposes. This will enable staff to become cognizant of the best of various approaches to experiential education.

The first year program also highlighted the need for materials suitable for Experience-Based Career Education. Staff has screened many commercial career education materials. Some have been found worthwhile; many have not. A need for current materials is apparent. The job market constantly changes.

EBCE guidance staff has also seen a need to locate a diversity of counseling materials. Commercial materials are available, but must be screened. Few good commercial materials designed to develop awareness of sex-stereotyping are available, though at least one valuable audio-visual has been located. Much commercial material available for career education and for academic subject areas contains sex-bias, sometimes blatant bias. One need of the entire EBCE staff has been to develop an awareness of sex-stereotyping in materials that sometimes must be used, so that staff in turn can develop a comparable awareness in students. A good example of bias which students discovered was in income tax forms.

A need for materials for individualized instruction also exists. Most academic materials are geared to the traditional lecture-type classroom, wherein the teacher explains the material and the text supplies exercises. The two EBCE teachers have culled through many commercial materials in the process of developing their curriculum and some variety of materials is now available. However, this is a continuing need.

To meet the needs of a program of Experience-Based Career Education, members of the EBCE staff have developed, and will continue to develop many of their own materials. (See Appendix D.)

The EBCE program has also needed adequate physical facilities, including classrooms with adequate storage facilities and study carrels, and counseling and office space. These needs have been met by the School District and should not recur.

An additional and continuing need has existed to educate the Greenville business community to the value of the program and its operation. The EBCE coordinator spent a high percentage of her time addressing this need. The Community Resource Coordinator also spends a high percentage of his time working with employer-teachers.

Additional needs highlighted during the first year of program operation are those of transportation, insurance, and legalities.

The business community in Greenville County is geographically very spread out and no adequate public transportation exists. Consequently, transportation needs to be provided in any local EBCE program.

Students must also be insured so that liability is shared with participating employers. During the first year, insurance was paid for by the EBCE program. During second program year, students are paying for their own insurance through the school student insurance plan to which a waiver has been added for EBCE students. (See Appendix A.) The School District attorney has also checked various waivers necessitated by the EBCE program.

Goals and Objectives:

The specific objectives of this Experience-Based Career Education program follow:

Student objectives: Students in this program will. . .

1. Increase their knowledge of careers.
2. Increase their achievement in basic skills.
3. Experience positive gains in attitudes toward learning environments, in terms of both school and occupational sites.
4. Experience positive gains in attitude toward self.

Parent objectives: Parents of students will show positive attitudes toward the learning environment.

Community objective: EBCE staff will develop meaningful lines of communication between J. L. Mann High School and businesses, agencies, and other community resources.

General Project Design:

The general project design as outlined in the proposal was a modification of the Research for Better Schools design containing three basic components: Community Experience, Guidance, and Academics. The project design outlined in the proposal was followed during the first year of implementation. In June of 1977, effective strategies from this first year were identified, and necessary program modifications were made in anticipation of second year implementation. (See Schedule, Appendix A.)

This EBCE project was funded on September 20, 1976, one month after the start of the 1976-77 school year.

Tentative staff appointments were made by the scheduled date of September 30; however, official appointments for each individual could not be made until replacements for their vacated assignments could be found. Consequently, some staff persons began implementation in January with little or no preparation. This was a distinct disadvantage which, fortunately, will not recur. (See Resumes, Appendix A.)

Research for Better Schools (RBS) was designated as consultant on October 1, 1976. As consultant, RBS has worked closely with EBCE staff for a total of twenty-one days during the first year. Their assistance was relied on primarily in the area of individualization.

Throughout the year, the EBCE coordinator attended workshops sponsored by the Office of Education in order to enhance her ability to administer an EBCE demonstration program.

The third party evaluator, Educational Evaluation Services, Incorporated, was subcontracted on October 15, 1976. Under instructions of the evaluator, students were pre-tested in January and post-tested in May, 1977. The evaluator maintained close monitoring of community site development, guidance, and the academic program, to assure that each component was established as designated and free from sex-bias. (See Appendix C.) Quarterly evaluations have been used to modify and strengthen delivery services.

The program was open for enrollment to all students in the tenth, eleventh, and twelth grades. A total of thirty-eight students enrolled: thirty-five in explorations, and three in specializations. The student population directly reflected the total school population, with eighteen boys to seventeen girls; fifteen tenth graders, eleven eleventh graders, and seven twelth graders; and a ratio of thirteen black to twenty-two white students. Student range of abilities also appeared to reflect that in the parent school.

Within the Community-Experience Component, a total of four clusters was made available to these initial students: health careers, managing a small business, law and justice, and money and banking. The three specializations were one in nutrition, and two in fashion-retailing.

As designated, students spent two mornings each week, for a total of six hours, in the working community. Students received academic credit for the community experience. They followed a detailed plan while in the community, a plan which emphasized career knowledge, hands-on activities, self reliance, and reporting back to EBCE staff.

Students were scheduled to sites without regard for traditional ethnic or sex roles, and employers were counseled relative to elimination of traditional roles.

During the remaining three mornings per week, students received academic instruction and group guidance as designated in the general project design.

The guidance sessions dealt with the affect area: the assimilation, by the student, of the community experiences in relation to personal aptitudes, ambitions and interests. Students were encouraged to broaden their occupational aspirations; at the same time they were made aware of the commitment necessary for success in a career under consideration.

Changing sex-roles were examined through use of effective film strips and activities involving peer interaction. Students were provided an opportunity to examine personal values, to integrate career knowledge, and to study techniques of decision-making. Simulation, role playing, and idea exchanges were accomplished under the tutelage of trained counselors, so that students might develop the techniques needed to formulate realistic career goals.

During the first semester of program implementation, responsibility for guidance was divided equally between the three J. L. Mann High School guidance counselors, the advantage of this approach being that the school guidance staff developed a perception of the career education concept and therefore a positive attitude toward the EBCE program. (Since August, 1977, one of these staff members has become the District Guidance Consultant; she remains positive about program dissemination.) The disadvantage of the three-way approach to guidance was that of divided commitment.

The third component dealt with cognitive learning, offering individualized instruction in English, mathematics, and/or economics. In this way, students participated in EBCE without falling behind in credits for graduation. Community experiences were integrated into instructional content when possible.

The mathematics and economics teachers were at a decided disadvantage during the first semester of implementation, as neither had an advance period for preparation due to the difficulty in locating classroom replacements after the start of the school year.

Dissemination during the first year was de-emphasized with concentration centered on program development. (See Appendix B.) Most dissemination centered around developing awareness in this community of the concept of Experience-Based Career Education. In addition, a close working relationship was developed between the EBCE Coordinator and the South Carolina State Department.

A Community Advisory Committee was organized in January, 1977, and remains a positive contributer to the program. (See Appendix A.) Parents and students were invited to an EBCE open house in May, 1977.

Transportation was provided by school bus. A blanket insurance policy covering students was purchased with EBCE funds.

The physical facilities were remodeled and furniture sufficient for first year implementation was purchased, these responsibilities being assumed by the School District.

Results and Accomplishments:

The results and accomplishments of the first semester of implementation were tentatively assessed in June by EBCE staff, evaluator, State Career Education Consultant, and HEW representative. Effective strategies were identified and program modifications were made during July and August in anticipation of second year funding.

By August, 1977, the Community Development Component was expanded to include eleven clusters. A student can now select from approximately fifty-seven job sites and 228 different jobs available in Greenville County. (See Appendix A.) By May of 1978, fifteen clusters will be available touching on almost every career in this area. Having such a variety of jobs available strengthens the program in that the staff is better able to match student to job explored.

At the suggestion of an active Community Advisory Committee, a stronger orientation plan has been developed for the second year. (See Community Product, Appendix D.) Students will be given more guidance in cluster selection and then will select a cluster for exploration and also select the specific jobs each will explore. Catalogues, describing careers in a given cluster, the companies participating and specific jobs available, have been developed to enable the student to make a wise choice. Once the choice is made, the student is directed to cluster readings, and he/she must pass, with a minimum proficiency, a test based on these readings.

Thus students are more realistic in their choices for exploration and better prepared upon entering the community, particularly in terms of the career vernacular.

It was mutually agreed that during the second program year, one individual would assume guidance responsibilities. During July and August, this staff person (one of the three involved in the first program year) spent in-service time in preparation for the second year. (See Appendix A.) In cooperation with the Community Resource Coordinator, she developed one student cluster. This experience has provided the guidance counselor with a greater grasp of the EBCE concept. She also developed guidance objectives consistent with program goals and criteria referenced activities suitable for use in recruiting students and also for use by classroom teacher/advisors. (See Guidance Product, Appendix D.) During October, she will be conducting a workshop to acquaint classroom teachers with these materials. (See Dissemination, Appendix B.)

The guidance counselor has sought materials for use in eliminating sex-stereotyping. These materials are used within this program and are available for infusion in the parent school. The best single commercial item located is "Male and Female Roles: Sex Stereotyping" by Globe Book Company. Unfortunately, many career materials and educational materials retain stereotyping, an example being IRS forms. The guidance counselor and EBCE Coordinator have worked to develop on the part of other staff persons an awareness of bias in materials, so that they, in turn, can work to develop more awareness in EBCE students.

At the suggestion of the evaluator, the Academic Component will offer only English and mathematics during the second program year. This change eliminates many scheduling problems, enables the two teachers to concentrate on basic skills, and allows for coincident planning time which should foster a strong team approach within the EBCE staff.

The mathematics and English teachers are new to the program, having been appointed in July, 1977. Both are employed fulltime in EBCE and have full time commitment. (See Resumes, Appendix A.) Both are experienced and talented.

Both the mathematics and English teacher are in the process of writing individualized objectives for their curricula. Attached to each objected area are criteria referenced activities designed to teach the objective. The student, upon entering the classroom, obtains his folder with the objective. He then know his day's assignment and what book(s) to get from the shelf. Tests are also, of course, criteria referenced With this approach, one can manage a classroom wherein students are participating in varied activities, and at all times both student and teacher know what learning is expected. It is, in effect, a prescriptive approach. The English teacher has completed a first draft of these objectives (see English Product, Appendix D), and the mathematics teacher, whose program of study runs for two semesters, will have her first draft completed in June, 1978. These products should become valuable tools in this District.

In March, 1977, the EBCE Coordinator submitted to the District Administration (Curriculum Development) a proposal for establishing the EBCE individualized program of study as a District prototype. The proposal provides a rationale for developing an individualized program in each District high school. Although J. L. Mann High School's program of study is a necessary adjunct to the EBCE model, a rationale for making prescriptive teaching available in each high school can stand apart from EBCE. The individualized classroom can meet the needs of students with scheduling problems. In a high school of only 1200 students and a heterogeneous study population, scheduling problems exist if the school attempts to offer curricula suited to the varied student need, the EBCE program being an example. Moreover, students on occasion fall behind in their work due to illness or personal problems. A prescriptive classroom can meet such needs. Whether or not the School District accepts the proposal submitted will depend on future evaluation of J. L. Mann's individualized classroom and on availability of implementation funding. Meanwhile, the EBCE staff will continue to refine the approach.

Some dissemination was accomplished during the first year, though greater stress was placed on program development. (See Dissemination Schedule, Appendix B.)

The two goals of dissemination receiving most attention during first program year were developing community awareness of EBCE program and developing and identifying program advocates. Emphasis was placed on developing lines of communication, such as the Advisory Committee, the Chamber of Commerce, the South Carolina State Department of Education, the Curriculum Development Staff of the District.

Products valuable to dissemination have been developed: brochure, logo, slide/sound. Educational products from each component are in varying stages of development. (See Appendix D.)

A close working relationship has been developed with the State Department Consultant for Career Education. This consultant has nominated the J. L. Mann High School program for Title IV-C replication in other South Carolina school districts. (See Appendix B.) She is presently working to develop a South Carolina State Plan for Career Education, and it is anticipated that this close working relationship will mean that the EBCE staff will provide input into the State Plan.

It is anticipated that much greater emphasis will be made on dissemination during the second program year. EBCE staff is well aware that dissemination is a significant responsibility in a demonstration grant.

Parents and students attended EBCE open house in May. In the future, the suggestion of parents, these question-answer sessions will be held at the beginning of each semester.

The EBCE Coordinator handled summer job placements in May for students in EBCE or otherwise enrolled at J. L. Mann. Of those EBCE students seeking jobs, all but four (all under age 16) were placed.

Five J. L. Mann students participated in career specializations during the summer months. (See Learning Contracts, Appendix A.) Several students from schools other than J. L. Mann asked to participate during the summer months, but for the moment, their requests were not granted.

This idea will be considered in the future.

The original proposal stipulates that seventy-two students will be enrolled in the second program year. Presently fifty-five students are enrolled: fifty in explorations, and five in specializations. Those fifty students participating in the full program again directly reflect the parent school population: eighteen are tenth graders, twenty are eleventh graders, and twelve are twelth graders; twenty-two are female and twenty are male; twenty are black and thirty are white. It would appear that the students also range across the board in abilities, from slow-average to potential valedictorian.

Some students enroll for one semester; others for two. When additional students are enrolled in January, 1978, for clusters available only in second semester, it is anticipated that the stipulated number of seventy-two will be reached or exceeded.

It was recommended that expanded office space be made available to the program and that additional storage furniture and study carrels be supplied for the classrooms. The school administration supplied the extra office space. The School District purchased the requested furniture and it was delivered in time for second year implementation. Carpet has been ordered out of carry-forward monies and is to be installed in week of October 10th.

The EBCE facilities are spacious and attractive and now meet the needs of the program.

The EBCE Coordinator was instructed to seek use of the state-owned vans for student transportation, rather than the cumbersome, full-sized buses. As an outgrowth of these instructions, the District Director of Transportation has been in contact with the State Department; as yet there is no positive outcome. (See Appendix A.)

In an effort to make the program eventually more self sustaining, the EBCE Coordinator contacted the insurer carrying District student insurance, Mutual of Omaha, to see if this insurance might cover EBCE students at no additional cost. Mutual of Omaha was agreeable to this (see Appendix A) and consequently, students in the second program year will pay their own insurance costs except in a case of hardship.

Legal waivers covering student community activities (signed by parents) and permitting participation in off-campus learning have been checked by School District Attorney and are on file in his office.

ANNUAL EVALUATION REPORT

FIRST YEAR

September 20, 1976 to September 20, 1977

THIRD PARTY EVALUATION REPORT
ON
EXPERIENCE-BASED CAREER EDUCATION

Educational Evaluation Services, Inc.
W. L. Bashaw, President
Post Office Box 5465
Athens, Georgia 30605

Educational Evaluation Services, Inc. (EESI)

Educational Evaluation Services, Inc. (hereafter called EESI) is a Georgia corporation, incorporated in 1969, for the primary purpose of conducting evaluations of public school projects. It is located in Athens, Georgia, the home of the University of Georgia. Its staff and consultants are usually University of Georgia faculty. Thus, the corporation has a large base of personnel who are available for assistance in any problem area.

EESI is not a part of the Greenville, South Carolina, school system. EESI has not previously been used by the Greenville, South Carolina, school system. Its President, W. L. Bashaw, has been used as a consultant on a limited basis. This personal consulting did not exceed ten days total in the three years prior to this project.

EESI is not involved in the operation or implementation of the Greenville EBCE project. We provide no materials. We provide no consulting on project activities, other than advisement on problem areas uncovered by our investigations. Timely feedback and advisement on potential project problems are integral components of our evaluation concept.

No persons associated with the Greenville School District or with Research for Better Schools have participated in the writing, previewing, or editing of this document.

Contractual Limitations on Evaluation Model

The funding of EBCE one month after the beginning of the school year resulted in major problems requiring substantial changes in program plans. The primary areas of concern will be presented. It is imperative that USOE be sensitive to normal public school operating procedures, especially in regard to situations controlled by local law and standard accounting procedures. Specifically, when funding dates are not tied to school calendars, then serious problems arise in regard to faculty appointments, student selection, materials purchase, and physical space allotment. The problems created by the late USOE funding are attenuated only by the small size of the first year EBCE plan.

Students were enrolled in regular coursework by the time funding was finalized. Since student and teaching assignments are scheduled on a full year basis, large numbers of interested students found themselves unable to apply for EBCE. In spite of a reasonable student recruitment plan, the number of students applying for the program was too small to allow much choice and represented a restricted range of students as demonstrated by grade averages given in this report.

The late funding prevented reasonable staff recruitment. It was necessary to recruit only persons who were still not on contract in mid-September and to make within-district personnel shifts when possible. In particular, the hiring and training of academic component teachers presented problems, not completely solved as we moved into the second quarter. One area, mathematics, was not staffed until the beginning of the second quarter. In another area, economics, a teacher was judged by EESI and RBS personnel to be marginal and we recommended that a change be made. This change was made, however all such changes represent a necessity of additional orientation and staff development efforts. Such problems can only be eliminated if personnel contracts can be let prior to the beginning of the school year.

The project staff training program provided by RBS has consisted of individual consultants coming to Greenville for two-day periods to assist the staff with tasks such as writing objectives and the utilization of RBS materials.

The project coordinator seems pleased with the training program. However, the problems in creating a complete EBCE staff delayed the efficient utilization of these consultants. The counselors were able to meet together with their consultant and reported that after the first day they were able to establish a beneficial working relationship. However, there were two teachers who had not worked with RBS consultants by the time the second quarter began. School scheduling problems prevented the cooperative planning intended for project instructional staff to develop a coordinated effort on career education units of instruction. There was no period in the day in which the full staff could get together. This problem was eliminated in the second year.

During the first quarter, the permanent space for the EBCE staff, counseling program, teaching areas, and materials center was under renovation while the staff was housed in a temporary office. EESI examined the proposed area prior to its occupation. It was a large two classrooms plus two smaller rooms. One of the smaller rooms provided office space while the other provided a counseling center separated from the regular school counseling center. Beginning the second quarter, the entire program operated in this one large suite.

The selection and purchase of materials by EBCE and their subsequent review by EESI were also delayed by the late funding and related staffing problems. Contract stipulations that the year's funding could not be used for the next year's materials indicates the possibility of this problem recurring. Therefore, it is imperative that materials funds be contracted early enough for purchase and delivery prior to school opening.

The occurrence of severe weather problems at the end of the first quarter and the beginning of the second quarter resulted in school closings and subsequent program delays.

The application specified an overall design for the summative outcome evaluation that provided nicely for assessing EBCE impact. A true experimental comparison of EBCE children with non-EBCE children was planned in which both groups consisted entirely of volunteers for EBCE. This plan required a substantial list of volunteers from which to create both EBCE and non-EBCE groups. Too few students volunteered to implement the original plan, which was partly due to the late funding.

Therefore, for this first half-year, a comparison group was chosen by matching on race and sex and, to some degree, by academic information. An out-of-school comparison group was similarly chosen.

EESI, along with Dr. Linwood Tisdel of the Greenville District, met with Ms. Ellen Lyles, the project USOE Project Officer to discuss the problems listed above. It was mutually agreed that the 1976-1977 school year had best be considered a pilot year to get the project on sound footing. Moreover, it was decided mutually to delete some of the pretesting due to time delays and the pilot-testing nature of this first half-year.

Thus, the design for the first half-year is at best quasi-experimental--a comparison of three groups that are not strictly equivalent. On some objectives we have pre-test information and on some we do not.

Evaluation Procedures

Introduction

The evaluation plan outlined in the application was modified considerably due to the practical problems previously discussed. The basic plan was to have a project group (EBCE group), an in-school control to show in-school transfer of concepts (Mann Control) and an out-of-school control group (Riverside Control). Our intent was to gather considerable data on the EBCE group and some comparative data on the control groups.

The in-school comparison group was chosen so that groups are matched by race and sex. Groups are also matched as closely as possible on academic records. We examined test records, grades, and mathematics placement to determine academic standing. A lack of equivalent data prevented us from having close matching, but we expected the pre-project status of the two J. L. Mann groups to be equivalent. An out-of-school comparison group was chosen on a similar basis in Riverside High School, a school judged as equivalent as possible to J. L. Mann in regard to student body make-up.

There were 34 EBCE students. These students were in grades nine through twelve, had a full range of academic ability, and of whom 15 were black and 19 white, 17 were female and 17 male.

Data

During the final month of the school year, certain post-test data were collected for the evaluation. Achievement objectives were assessed by using the California Test Bureau's Comprehensive Test of Basic Skills (CTBS). Specific subtests were Reading, Language and Study Skills. These tests were given to the EBCE students, a J. L. Mann control group, and a Riverside control group. For the final report, comparisons will be made among these three groups by sex and race of student.

Career knowledge was assessed by the Career Maturity Index (CMI) Competence subtest. This test was also given to all three groups. Comparisons were made by sex, race and group.

Attitudes were assessed in several ways. The CMI Attitude subtest was given to all three groups as both pre- and post-tests. Comparisons of post-tests were made as well as comparisons of changes in attitudes.

In addition, the Research for Better Schools Student Attitude Survey was given to all groups. Comparisons on this survey were similar to those of the other instruments.

An analysis of attendance trends across two years was made. We were able to assess accurately the EBCE students' attendance for the three semesters prior to their entering EBCE and for the semester during which they were enrolled in EBCE.

Finally, student surveys were conducted during the last month of school. These analyses are combined with those appearing in the second quarter evaluation progress report that showed data at the end of the first nine-week period. These previously reported data included interviews with all students and surveys of opinions of the original on-site experiences.

In addition to student data, we obtained interview, observational and survey data from staff, parents, and on-site resource persons. Materials were reviewed for content and bias.

Routine Procedures

A routine communication system was developed between EBCE and EESI. Communication was at least weekly, with a standard Tuesday contact. The Project Coordinator keeps a file of reports of staff members, which is available for inspection. Periodic written reports to EESI are made by mail. Personal visits to Greenville have been conducted by EESI approximately every other week. Therefore, close communications have been established and formalized.

Most problems uncovered by us or by EBCE staff are handled as they arise. For this reason, most critical comments in this evaluation have already received careful attention and have been remedied. This is especially true in regard to major problems that could be solved by second-year program modifications.

Analyses

Most analyses consist of giving exact frequencies, or percentages, of responses to various specific questions. Usually samples are small and exact counts are more useful than other summarizations. We have tried to be complete. Actual statements of response are listed whenever we believed such statements to be useful to readers.

Groups were compared by analysis of variance using a least squares procedure that accounts for unequal sample sizes. Analyses were conducted by use of the SAS (Statistical Analysis System) General Linear Models Procedure. Type I from SAS is the reported analysis. The order of addition of effects is, first, the blocking variable (sex or race), second, the group variable (EBCE, Mann Control and Riverside Control) and finally interaction. Data are examined in reverse order--that is, main effects of groups and race (or sex) are not meaningful in the presence of interaction.

Evaluation of Objectives I-IV: Student Objectives

Student Objective I: Basic Skills

The academic objective was to demonstrate whether or not the EBCE students were progressing normally in spite of their extensive nonacademic activities. The test data bearing on this objective was the CTBS tests of Reading, Language and Study Skills. These tests were given only as post-tests. This testing was not expected to yield unequivocal evaluation data, but was more a pilot evaluation. Plans for the second year include changes of tests used, plus pre-testing. The second year evaluation will be more effective since the program will be fully implemented on schedule and testing will be more directly related to classroom goals. The present evaluation data does, however, show reasonable evidence that EBCE students and control students were not substantially different at the end of the semester, thus showing no evidence that extensive career experiences interfere with academic growth.

Overall summary statistics appear in Table 1. These summary statistics are calculated without regard to grade level. Students are members of all high school grade levels. Subgrouping by grade level would have resulted in fairly small groups, so this was not done. The CTBS Bulletin of Technical Data shows the following means for the end of the tenth grade: Reading, 58.5; Language, 57.0; and Study Skills, 32.8. The standard deviations are, respectively, 16.4, 14.3 and 8.6. Thus, performance of all groups reported can be described as low-average.

Several analyses were conducted. In particular, analysis of variance was used to compare groups blocked by sex and by race. The various analyses of variance tables are Tables 2-4.

The ANOV tables show no mean differences of interest. There are some sex and race main effects which are significant, but these are of no consequence. Interactions of these blocking variables with sex would be of high interest, but we must conclude from these data that there are no differences among the end-of-year achievement averages of the EBCE students and the two control groups. This was the hypothesized outcome. That is, it was anticipated that participation in EBCE would not adversely effect achievement test performance. This expectation is supported by these data.

Achievement testing for the 1977-1978 school year should be much more useful for evaluation purposes. Fall pre-testing has already been accomplished. A mid-year testing will allow for post-testing of students who terminate at that time and the pre-testing of students who enter at that time. A final May testing will also take place. This testing will also be specifically geared to English and mathematics instruction, which will be the only two academic areas directly involved in EBCE. Additional achievement data, such as essay samples and classroom examinations will also be monitored. Pre-test essays have already been gathered for EBCE students.

Student Objective II: Career Knowledge

The California Test Bureau's Career Maturity Inventory (CMI), subtest Competence, was administered as a post-test to all groups as a measure of career knowledge. Summary statistics appear in Table 5. Competence was analyzed by ANOV for sex-by-group and race-by-group comparisons. These analyses are presented in Table 6. The sex-by-group analyses showed no significant differences, in spite of an apparent lower overall average for Riverside. However, the race-by-group analysis does show some differences as significant. Although the interaction term is not great enough to reach the traditional .05 level, it is large enough to discourage the interpretation of main effects. Race is a more effective blocking variable than sex, evidently. The mean performance within racial groups is as follows:

Table 1

CTBS Summary Statistics

Group	N	Mean	S.D.	Range
EBCE				
Reading	36	52.1	19.5	15 - 83
Language	35	52.0	15.6	17 - 78
Study Skills	35	28.2	8.8	4 - 45
Mann Control				
Reading	27	53.1	16.5	24 - 78
Language	26	53.3	13.1	30 - 77
Study Skills	26	29.6	8.9	13 - 43
Riverside Control				
Reading	24	56.7	19.0	21 - 84
Language	24	58.0	13.0	35 - 78
Study Skills	23	31.1	9.0	13 - 44

Table 2

Analyses of Variance of Reading

Source	df	MS	F
Group	2	246.3	.72
Sex	1	673.2	1.98
Group X Sex	2	233.5	.34
Within	81	339.9	
Group	2	59.60	.20
Race	1	3896.7	12.77
Group X Race	2	103.8	.34
Within	81	305.1	

Table 3

Analyses of Variance of Language

Source	df	MS	F
Group	2	243.2	1.17
Sex	1	59.5	.29
Group X Sex	2	5.2	.03
Within	79	207.4	
Group	2	156.4	.84
Race	1	1936.4	10.46
Group X Race	2	31.8	.17
Within	79	185.2	

Table 4

Analyses of Variance of Study Skills

Source	df	MS	F
Groups	2	93.6	1.25
Sex	1	364.6	4.87
Groups X Sex	2	71.0	.95
Within	78	74.9	
Groups	2	27.3	.43
Race	1	1482.1	23.12
Groups X Race	2	5.8	.09
Within	78	63.9	

Table 5

CMI Competence Scores Summary Statistics

Group	N	Mean	S.D.	Range
EBCE	30	64.5	15.3	27 - 87
Mann Control	29	65.6	14.1	36 - 80
Riverside Control	22	57.1	17.7	9 - 73

Table 6

ANOV of CMI Competence

Source	df	MS	F	Probability
Sex	1	70.4	.28	n.s.
Group	2	487.1	1.93	n.s.
Sex X Group	2	22.6	.09	n.s.
Residual	75	251.9		
Race	1	1621.9	7.63	<.01
Group	2	629.7	2.96	<.06
Race X Group	2	578.6	2.72	<.07
Residual	75	212.6		

	EBCE	Mann Control	Riverside Control
Black	55.9	65.7	44.9
White	70.2	65.5	62.8

Follow-up t-tests using the residual means square as an error variance estimate leads to the conclusion that, despite some apparent differences among the groups for white students, these means should be treated as homogeneous. That is, the advantage of the white EBCE group over controls is not large enough to treat as a stable difference. However, among black students, there are significant differences. The Mann Control is significantly higher than EBCE, which in turn is significantly higher than the Riverside Control.

Thus, the results of Competence are equivocal. There is no clear cut superiority of white EBCE students over other white groups, and among black students, the EBCE group falls between the two controls.

In spite of the lack of clear cut findings, all groups are performing fairly well. The CMI Manual (Appendix B) gives the following average performance for tenth, eleventh and twelfth grades, respectively: 52.8, 60.2 and 62.9. Thus, all groups except the black Riverside Control students are scoring at the average or higher, according to the norms.

We were concerned initially that the CMI Competence test was overly heavy in regard to reading required in the solution to problems. The test administrators did not receive negative feedback from examinees on this issue. However, it is possible that weak readers, especially in control groups, may give up prior to concluding their tests. This test appears to be a good one in spite of the heavy reading load, and it will continue to be used by us.

Student Objective III: Attitudes

Two instruments were used to assess attitudes: the CMI Attitude Scale and the RBS Student Attitude Survey. The CMI was administered both as a pre- and as a post-test. The RBS instrument was used only as a post-test.

CMI Attitude Scale. Summary statistics on the CMI Attitude Scale and attitude changes appear in Table 7. The CMI Manual shows the following mean attitude scores for the tenth, eleventh and twelfth grade norms, respectively: 35.3, 36.0 and 37.2. Thus, the performance of our groups tends to be about average. Table 8 shows the frequency distributions of changes. An examination of this latter table shows two students in the Mann Control Group who have very low change scores. The largest change appears to be "-24," followed by "-12." It was not clear that these were created by data handling errors, so these atypical change scores were not deleted. However, we did decide that these two numbers should be treated as statistical "outliers" and modified in a defensible way. We used "Winsorized" mean estimates. This process does not involve discarding data. The two suspect values are set equal

Table 7

CMI Attitude Scale Summary Statistics

Group	Test	N	Mean	S.D.	Range
EBCE					
	Pre-Attitude	32	34.9	4.9	20 to 44
	Post-Attitude	32	36.9	5.5	21 to 46
	Change	28	2.0	2.8	-5 to +6
Mann Control					
	Pre-Attitude	35	34.0	5.3	19 to 44
	Post-Attitude	29	33.9	6.5	21 to 43
	Change[a]	28	-.07	6.5	-24 to +10
Riverside Control					
	Pre-Attitude	39	34.8	4.6	27 to 43
	Post-Attitude	22	34.0	4.0	26 to 41
	Change	22	.05	4.6	-8 to +10

[a] The raw score data is presented above. The Winsorized estimate of mean change is +.43.

Table 8

Distributions of CMI Attitude Changes

Interval	GROUP		
	EBCE	Mann Control	Riverside Control
+10	0	2	1
+5 to +9	4	2	2
+1 to +4	16	11	6
-3 to 0	7	8	9
-7 to -4	1	2	3
-11 to -8	0	0	1
-12	0	1	0
-24	0	1	0

Table 9

ANOV of CMI Attitude Change

Source	df	MS	F
Sex	1	6.6	.28
Group	2	35.8	1.55
Sex X Group	2	25.3	1.09
Residual	72	23.1	
Race	1	15.2	.65
Group	2	37.8	1.61
Race X Group	2	8.4	.36
Residual	72	23.4	

to the third lowest value (-6). To compensate for this manipulation, the two highest values (both +10) are changed to the third highest (+5). This Winsorized average change for the Mann Control is +.43, which is believed to be more typical of performance in this group than is the raw change mean of -.07. The Winsorized estimate was not used in the ANOV calculations. It is used only to show a reasonable estimate of the average and, when used, tends to bring the control group change closer to the EBCE change.

The ANOV summary tables for attitude change scores are in Table 9. In no case are there significant differences in gains. The apparent greater change for the EBCE group is not large enough to conclude that the EBCE group gained more positive attitudes than other groups during this period.

RBS Attitude Survey. The RBS Student Attitude Survey was administered as a post-test to the 35 EBCE students only. The value of the data is quite limited for the 1977 evaluation, but will be useful as a benchmark for continuation years. However, there is some interpretive value to the data. The average performance on Learning Attitudes was 3.64 and the average for Career Attitudes was 3.82. The standard deviations were .63 and .59, respectively. The range for Learning Attitudes was 2.19 to 4.92 and the range for Career Attitudes was 2.43 to 5.00. All items are five-point Likert scales, with scale points ranging from "strongly disagree" to "strongly agree." Thus, these averages are between "neutral" and "agree."

The test assesses several sub-areas of learning attitudes, but due to the short length of the scales, RBS recommends that only an overall Learning Attitude score be used (26 items). Only four students gave average performance below 3.0, that is, in the "disagree" direction, whereas seven students averaged above 4.0 (agree) with the highest student averaging 4.92.

Career Attitudes consists of 22 statements of attitudes toward career knowledge and career planning. Only one student gave an average response below 3.0 (which was 2.43). Thirteen students averaged above 4.0, and two of these students marked every item "5.0." These data are interpreted as indicating favorable attitudes toward career education in general, although the data do not provide strong evidence of this claim.

Student Objective IV: Self Concept

Self Concept and Others Concept were assessed in the EBCE group only and as a post-test only. Again, the data is of limited value, but can be a benchmark for the subsequent years.

The average performance on Self Concept was 3.76 and the average for Others Concept was also 3.76. The standard deviations were .62 and .62, respectively. The range for Self Concept was 1.74 to 4.95 and the range for Others Concept was 2.54 to 4.92. On a five-point Likert scale, these averages are between "neutral" and "agree."

The Self Concept scale consists of 19 statements. There was one student who gave a very low self-concept rating (1.74). This student tended to rate other areas low, also, and in particular, gave low average responses to Learning Attitude statements. One other student gave an average response below 3.0 (2.37). Both of these students rated "counseling" quite low, although there are only four items concerning counseling in the Learning Attitude section. On the other hand, 14 students gave average Self Concept ratings that were above 4.0. Thus, most students appear to have an adequate self concept, according to these data. At least two students have relatively low self concepts and both viewed the counseling program as unhelpful. (The counseling program was heavily modified prior to August, 1977, when the second project year began. This modification is discussed elsewhere in this chapter.)

The fourth scale is Others Concept, which consists of 13 items. Four students averaged below 3.0 and 12 averaged above 4.0. There was no program objective directly relevant to this scale.

Other Student Data

We did obtain other data that did not directly bear on student or non-student objectives, but does appear best considered as student outcome data. Specifically, we report attendance data, reports of students' post-high school plans, and opinions of EBCE given by students in an Exit Survey.

Attendance. Attendance was tracked as a possible indicator of student attitude to EBCE. During the first nine-week period it appeared that attendance was unusually good, so we decided to obtain accurate attendance records. There was a period during which absences were heavy due to flu and colds. For this reason, it appeared relevant to compare students' attendance during their participation in EBCE to their attendance in the comparable semester of the preceding year. We report the average attendance of 28 EBCE children over four semesters. Two students were omitted due to lack of data for the preceding (1975-1976) year.

Table 10 shows the attendance data. The spring semester of 1976 showed the lowest attendance. The attendance during the EBCE semester (1977) averaged two days per student better than the attendance during the 1976 spring semester and one day per student better than the 1976 fall semester. Eighteen students showed attendance improvements and ten showed attendance drops when the EBCE semester is compared to the previous spring semester. The change in attendance from Spring, 1976 to Spring, 1977 yielded a t of 2.23, which is significant beyond the .05 level of confidence. The obtained average attendance of 86 out of 90 days (96%) appears to be a reasonable maximum expectation during a period in which there are typically many absences due to illness. It is our opinion that attendance gains are an indicator of improved school attitudes and general interest in EBCE.

Table 10

Attendance Changes, 1975-1977

Semester	Average[a]	%	Range
1. Fall, 1975	86.5	96.1	78 to 90
2. Spring, 1976	83.9	93.3	72 to 90
3. Fall, 1976	85.0	94.4	70 to 90
4. Spring, 1977 (EBCE)	85.9	95.5	73 to 90
Change from 2 to 4	2.0[b]	2.2	-7 to +13

[a] Average days present during a 90-day semester for 28 EBCE students.

[b] The standard error of this mean change is .898, yielding a t = 2.23, which is significant at the .05 level of confidence.

Student Post-High School Plans. A survey of post-high school plans was administered by the EBCE staff at the end of the year. Table 11 shows the responses to the survey. This table, with slight modifications, is essentially the survey form used.

It is apparent that almost all EBCE students expect further schooling, mostly at four-year colleges or universities. A wide variety of occupations have been selected, but many (16) plan to enter professional training. Eleven of the 28 respondents report career goal changes that occurred during the EBCE semester.

In addition to the Post-High School Plans Survey, students were asked about these same plans as the last question on their Exit Survey, described more fully in another section of this evaluation report. Responses to this question, number 21 on the Exit Survey, appear in Table 12. These results are essentially the same as those of question 1 in the Post-High School Plans Survey.

EBCE Exit Survey. A survey of opinions of EBCE students of actual EBCE procedures and personnel was conducted. These data have been of high value to the EBCE staff in considering changes. The first 17 questions and their responses appear in Table 13.

A review of this table shows very favorable attitudes of most students toward the program, with the expected result that a few students do tend to be disgruntled. On the whole, we interpret this data as saying that students perceive the program as achieving its purposes and support it rather strongly.

There was considerable negative reaction to "filling out forms" (#3). The EBCE staff has worked to eliminate unnecessary paperwork for the coming year. The perception of students in regard to the improvement of inter-personal skills (#16) suggests that this might be a very important outcome of EBCE activities. Also, 21 students rated the EBCE experience as "more satisfying" than former regular school experiences (#17), whereas only two rated it as "less satisfying."

Students were also asked to give personal comments in three areas--what they liked best, what disappointed them, and that their summer plans were. These responses are listed, with minor editing by the evaluators. These comments of students have provided the EBCE staff with leads for investigating program improvements.

What Did You Like Best?

Freedom
Talking with community people
Hospital
Meeting community people
Court
Community activities
Going out
Going out into community

Table 11

Student Post-High School Plans

Item	Number Responding
1. What are your plans for one year after high school?	
Going to school, but not working	6
Mostly going to school, but working part time	18
Mostly working, but going to school part time	2
Working, not going to school	2
Other activities instead of going to school or working	1
2. What are your plans for five years after high school?	
Going to school, but not working	1
Mostly going to school, but working part time	6
Mostly working, but going to school part time	9
Working, not going to school	12
Other activities instead of going to school or working	0
3. What kind of educational program do you plan to be enrolled in one year after high school?	
None	1
Apprenticeship or on-the-job training	0
Vocational, technical, trade or business school	3
Technical or vocational courses at a junior or community college	2
Academic courses at a junior or community college	2
Four year college or university	19
Other educational program	1
4. In five years in which of the following areas are you most likely to be working or preparing to work? Please give your best guess.	
Clerical	2
Craftsman	0
Farmer, Farm Manager	0
Homemaker or Housewife	0
Laborer	1
Manager, Administrator	1
Military	1
Operative	0
Professional	16
Proprietor or Owner	2
Protective Service	3

Table 11 (Cont.)

Item	Number Responding
Sales	1
Service	1
Technical	0
5. Have your post-high school plans changed since you entered the EBCE program?	
Yes	7
Some	4
No	14
Blank	3

Table 12

Plans One Year After High School

Option	Number Choosing
Going to school, but not working	7
Mostly going to school, but working part time	15
Mostly working, but going to school part time	2
Working, not going to school	1
Other	1

Table 13

EBCE Student Exit Survey

Item	Number Responding
1. How do you judge the help you received by the two (2) EBCE coordinators?	
More than was needed	4
About right	19
Needed more help	2
2. The amount of work required for community activities	
Too much	8
About right	13
Too little	4
3. Filling out forms	
Took too much time	21
Did not take too much time	4
4. The planning forms and records were	
Quite helpful tools	4
Somewhat helpful	18
Not at all helpful	5
5. The staff was (by and large)	
Doing a good job	19
Doing a poor job	1
Can't judge	6
6. The staff generally was	
Cold and/or impersonal	0
Warm and/or friendly	25
7. The other EBCE students were (by and large)	
Cold and/or impersonal	0
Warm and/or friendly	25
8. Generally, the other EBCE students seemed to be getting	
A lot out of EBCE	5
Something out of EBCE	18
Little or nothing out of EBCE	2

Table 13 (Cont.)

Item	Number Responding
9. The amount of personal freedom allowed students was	
Not enough	7
About right	18
Too much	1
10. The activities that the community sites offered seemed	
Useful	16
Of little use	5
Can't say either way	5
11. The community people you met were generally	
Interesting and enjoyable	16
Dull and boring	4
Can't say either way	6
12. The program helped to prepare me for work	
Strongly disagree	1
Disagree	3
Agree	17
Strongly agree	3
13. The program helped to prepare me for college	
Strongly disagree	2
Disagree	7
Agree	14
Strongly agree	0
14. The program helped me to decide what I want to do after high school	
Strongly disagree	2
Disagree	6
Agree	13
Strongly agree	4
15. The program helped me to better understand myself	
Strongly disagree	1
Disagree	3
Agree	13
Strongly agree	8

Table 13 (Cont.)

Item	Number Responding
16. The program helped me to get along better with others	
Strongly disagree	2
Disagree	3
Agree	12
Strongly agree	8
17. When you look back and compare your EBCE experiences with regular school experiences in previous years, you are:	
Much less satisfied with EBCE than with the regular school program	1
Somewhat less satisfied with EBCE	1
About as satisfied with one as with the other	2
Somewhat more satisfied with EBCE	9
Much more satisfied with EBCE	12

Journals/Meeting people/Job opportunities
Experience of exploring different careers
No responsibility
Going out into community
Health cluster/Speech class
Things & activities learned
Meeting different people/learning experiences
Staff members/Community activities
Whole thing
Going out
Small business cluster
Meeting people/Speech class
People
Going out to job sites
Law & justice cluster
Going out to meet people
Sites
Going out/Speech/Math

What Disappointed You?

Bus transportation
Uninformed community people
Banking unit
Missing school extracurricular activities
Organization
Paperwork
Journals
Forms
Paperwork
Nothing
Nothing
Ms. Pate's class
Some sites were boring
Unconcerned people
Bored site people
Resource people treated us like children
Nothing
All the work
Getting out on the site
Not enough time
Nothing to do at site
A lot of book work
Not enough physical work
Academic classes
Math
Consumer Education

What Are Your Summer Plans?

Work
Unemployment/Doing what I want
Work
Part-time work
School/sports/job (maybe)

Work
School/job
School/part-time job
School/Counseling internship
Don't know yet
Working at Pizza Inn
Job/fun
Work
Work
Work as porter at hospital
Trip/hunt job
Counseling for summer camp
Job/trip
Working at hospital
Job at Cheap Joe's Jean Shop
Job at Chic-Fil-A
Work
Practice for football
Full-time day work for 1 month
Acting lessons/babysitting
Work

Evaluation of Objective V: Parent Objective

Introduction

Parent participation in the EBCE evaluation was conducted in several ways. Direct communication between parents and EBCE staff was common. The EBCE staff had a parents' night program on May 13, 1977, which was observed by Dr. Bashaw of EESI. Although Attendance was light, a good interaction took place between parents and staff. The major outcome was to accept this kind of activity as a useful one. For this reason, a parent program was held early in the fall quarter of the 1977-1978 school year. The kinds of questions raised by parents in the May meeting did indicate a need for greater communication to parents. Hopefully, the awareness of this problem during the first year has led to its solution in the second.

There were two formal ways in which parents participated in the evaluation. Parents were interviewed by the evaluation staff by telephone during the second quarter. Also, parents were asked to respond to a survey form which was delivered to each set of parents. Both of these data sets will be discussed.

Parent Interviews

EESI staff telephoned the parents of the students in the project and followed the EESI Parent Interview Form that is attached in the Appendix. Successful interviews were completed with all but four of the parents, two who could not be contacted during the time period and two who did not wish to participate. A confidentiality statement (attached) was read to the parents at the beginning of each interview.

The results of these interviews revealed that the parents indicated only positive changes in the children as a result of project participation. They gave such comments as "looks forward to school, is interested, eager and enthusiastic," "does homework, works harder," "improving in all areas," and "enjoys school and sites." When the parents were asked how they felt about their child being in this program, the responses were all positive. There were no negative comments.

The major problem revealed by parents was a lack of information about the project. Other suggestions included transportation for evening sites, more clusters, time to complete in-class work, in-depth followup in area of interest, specific vocational counseling, more exposure to each job, and children should choose job sites. A few scheduling difficulties were mentioned.

Specific comments from parents follow.

Positive Changes

Looks forward to school, is interested, eager and enthusiastic
Students find out what they do/don't want to do later on
Does homework; works harder
Improving in all areas
Enjoys school and sites
General attitude is better
More sense of responsibility and pride
Looks forward to future now
Raised ego

Negative Changes

None

Feel about Child in Program

From good through great
Nothing negative mentioned

Critical Suggestions

More information to, communication with, and involvement of parents
Transportation for evening sites
More clusters
Allow more time to complete in-class work
In-depth followup in area of interest
Specific vocational counseling needed
More information to parents and students on job sites
More exposure to each job
Too many activities involved--need to narrow choices and give more time for each

Children should choose job sites
Needs to expand with more students
Eliminate totally observation and lecture type involvement at job sites

Parent Survey

The EBCE Parent Opinion Survey was sent to each set of parents. There were ten responses. Although a 33% response cannot be interpreted as representative, at least these ten parents were able to provide useful suggestions for the program. Their responses are tabulated in Table 14. This table is highly similar to the instrument used. In addition to the numeric responses, parents were allowed to write in comments. These are listed here.

Positive Comments:

Kept student in school
Something student enjoyed & found interesting
Found student a part-time job
Chance for participatory learning
Learning of way others live & penalties for breaking laws & family consequences
Helped student grow up a lot
Chance to observe first hand working conditions and job opportunities
Acquaints students with job requirements & regulations
Students should start program in ninth or tenth grade

Negative Comment:

Student was not as concerned about regular studies and therefore grades dropped

(This latter negative comment has been followed up and discussed in the section on EBCE grading practices.)

A review of the survey data shows that the majority of parents are quite satisfied with the program. The last four survey questions show that seven or eight parents rated the program as an improvement over the regular program, whereas no more than two parents rated any of these items below the neutral choice. Responses to the first set of questions does reinforce the previously discussed need for communication. Questions concerning career development matters were marked largely favorably. Questions concerning academics (3e, 3f and 3g) show a full range of response, indicating some need for improvements here. In fact, all three teachers involved during this period have been replaced, so that this concern is somewhat academic.

Table 14

EBCE Parent Opinion Survey

Item	No	Yes
1. What kinds of contacts would you as a parent like to have from school staff regarding a program such as EBCE?		
Telephone conversations	3	6
Individual meetings	3	5
Group meetings (with other parents)	1	2
Written reports or correspondence	0	8

	Definitely No 1	2	3	4	Definitely Yes 5
2. a. Was the school staff effective in helping your child adjust to EBCE?	0	0	1	3	5
b. Was the school staff effective in handling any problems that developed with your child in EBCE?	0	1	1	1	5

	Nothing 1	A Little 2	Some 3	A Lot 4
3. In your opinion, how much did your child learn in EBCE this year in the area of:				
Learning about careers and jobs	0	0	4	6
Planning for a career or careers	0	2	5	3
Learning job-seeking skills	0	2	5	3
Learning how to do a particular job	1	3	0	5
Improving reading skills	1	3	1	4
Improving writing skills	1	0	3	4
Improving math skills	3	1	3	2
Improving listening and speaking skills	0	3	4	3
Thinking through and solving problems	0	2	2	5
Improving skills in working with other students	0	1	4	4
Improving skills in working with adults	0	1	4	5
Accepting many different ideas and backgrounds of people	0	1	6	2

Table 14 (Cont.)

	Strongly Disagree 1	Dis-agree 2	Agree 3	Strongly Agree 4
Show how you agree or disagree with the following statements about how the EBCE program may or may not have assisted your child. The program helped in:				
preparing for work	0	1	5	4
preparing for college	0	2	6	2
deciding on what to do after high school	0	2	4	4
self-understanding	0	0	6	4
getting along better with others	0	0	7	2

	Very Little.. 1	 2	 3	..Very Much 4	 5
How did your child like the school program this year compared to previous years?	0	0	2	1	7
How motivated to learn was your child this year compared to previous years?	0	1	1	5	2
How much has your child learned in school this year compared to previous years?	0	2	0	4	3

	Definitely No . . . 1	 2	 3	 4	. . . Definitely Yes 5
If you had it to do over again would you want your child to participate in the Career Education Program?	0	2	1	0	7

Evaluation of Objective VI: Dissemination

Dissemination of the Greenville EBCE project has been excellent, considering that students have participated for only one semester. Publicity during the first semester was good, but at the beginning of the second year, major efforts were being made to extend the project ideas through workshops, talks, and participating in replications and adaptations.

The EBCE staff has received excellent publicity. This includes good newspaper coverage, including a full page in a March issue of the Greenville News. A slide-sound program was developed and has had good use. The evaluators were able to see the slides presented at the spring parent meeting. A brochure explaining the program is being widely distributed. The EBCE staff has presented talks and teacher workshops on career education and individualizing instruction.

A major factor is that the South Carolina State Department of Education and the Greenville County supervisory staffs have both actively participated in planning and monitoring the project. A State career education specialist is a member of the Community Advisory Committee and attends meetings regularly. Plans were made at both county and state levels for adapting the Mann program for other locales. In the fall of 1977 considerable effort is being made to fund other sites for replication or adaptation.

Evaluation of Objective VII: Community Objective

Introduction

The community objective was to improve lines of communication between school and community. Specifically, the concern here is the attitude and helpfulness of the business and industrial community toward the EBCE project.

We have observed interactions of the EBCE staff with employers and supervisors in all four clusters. Relationships always appear to be sound—namely, a willingness to participate and an openness to work out mutual problems. The EBCE staff has done an excellent job in lining up future sites. Part of this effort is the formal communication with community persons through the Community Advisory Committee, which is chaired at the present time by a representative from the Health Cluster. Mr. Kendall's ability to stay on schedule with the development of new clusters attests to the hard work of the EBCE staff in getting community participation.

Community Advisory Committee

A Community Advisory Committee was organized and has provided valuable feedback and recommendations to the project staff. The decision to have representatives from the job clusters on this committee has the advantage of involved and informed committee members but does limit the composition of this committee to those specific areas. It is possible that some contribution from segments of the community representing labor, industrial workers, skilled and semi-skilled craftsmen might lead to more long range community involvement. The committee does have good representation from each active job cluster, from relevant school system personnel, and relevant community agencies.

Advisory Committee meetings have been observed by EBCE staff. The committee was informed of its purposes, which were stated to be to provide community input so that the program meets community needs, to monitor program progress, and to assist in community education and public relations. At each meeting the status of the program was explained in detail. Representatives from clusters described their EBCE activities and their observations as to progress. Observations from cluster representatives included a need for student orientation and a need for further structuring of student activities. The committee was asked to locate women and racial minority persons who are working in nontraditional roles and who might be asked to participate in the program. Thus, the project does have an active, helpful advisory committee whose role should be more important next year. We do believe that some advisory participation from other community segments can be helpful, although a different group for this purpose might be better than changing the nature of this committee.

Reactions of Community Participants

We did obtain reactions from supervisors of EBCE students as to their perceptions of the program. A questionnaire was mailed to on-site resource persons on each site. Contacts were asked to respond to questions concerning procedures, EBCE personnel, student behavior and perceived achievements. The exact responses to each question are tabulated in Table 15. Responses are presented for each cluster, since the various clusters did tend to give differing results. There are some indicators that the data reported from this procedure are questionable, however, all on-site resource groups agreed that work activity observation was the most common activity and discussing careers was also common. The table indicates a great deal of variation in activities, showing that even within clusters, opportunities differ among various work sites.

Out of all employers represented in the data, only one (small business) stated that site activities did not conform to original understandings (item 2). Item 6 shows generally favorable opinions of resource persons of students' reliability, behavior and interests. However, item 6 also shows some dissatisfaction with EBCE staff assistance. Note, however, that all "1" and "2" responses come from first quarter clusters. Changes in relationships and procedures based on first quarter experiences were evidently helpful.

Item 7 shows that these resource persons do not believe that site experiences contribute to academic skills, but do believe that the on-site experiences contribute to job and career knowledge.

Item 8 is a critical item for identifying future sites. This item relates to the nature of activities that site personnel find rewarding.

Table 15

Evaluation of EBCE by On-Site Resource Personnel by Cluster: Small Business (SB), Health (H), and Banking (B)[a]

Item	Cluster	Never 1	Sometimes 2	Usually 3	Always 4	Omit
In general, what did students do on your site?						
talk about jobs, careers	SB	0	1	1	3	0
	H	0	4	2	1	1
	B	0	1	2	1	1
observe work activities	SB	0	0	1	4	0
	H	0	0	2	5	1
	B	0	1	0	3	1
participate in work activities	SB	0	2	1	2	0
	H	3	3	1	0	1
	B	1	2	1	0	1
learn job or career skills	SB	1	1	2	1	0
	H	2	3	0	1	2
	B	1	2	1	0	1
learn academic skills	SB	2	1	0	2	0
	H	1	3	1	0	3
	B	1	2	1	0	1
plan or work on project	SB	1	1	0	3	0
	H	4	2	0	0	2
	B	4	0	0	0	1
talk about personal interests or issues	SB	0	2	1	2	0
	H	0	2	3	1	2
	B	2	0	2	0	1

		Definitely No . . . 1	 2	 3	. . . Definitely Yes 4	Omit
Did the student activities that took place at your site fit the original understanding you had of EBCE activities?	SB	0	1	3	1	0
	H	0	0	5	2	1
	B	0	0	1	3	1

Table 15 (Cont.)

	Cluster	Number of Contacts				Omit
		0	1-2	3-4	5+	
		1	2	3	4	
How much contact did you have with EBCE staff during the school year?						
Visit by Resource Coordinator	SB	1	1	2	1	0
	H	5	2	0	0	1
	B	0	0	2	0	3
Telephone call by Resource Coordinator	SB	1	1	2	0	1
	H	4	2	1	0	1
	B	0	0	2	0	3
Visit or telephone call by other staff members	SB	3	1	1	0	0
	H	6	0	0	0	2
	B	1	1	0	0	3
Letter or other personal communication from staff	SB	1	4	0	0	0
	H	3	3	1	0	1
	B	0	2	0	0	3
Printed newsletter or other informational material	SB	1	4	0	0	0
	H	3	3	0	0	2
	B	0	1	0	0	4

		Definitely Less . . .	. . .	. . .	. . . Definitely More	Omit
		1	2	3	4	
Has participation in EBCE activities taken more or less time than originally expected?	SB	1	0	3	1	0
	H	1	1	6	0	0
	B	0	1	3	0	1

		Satisfactory				Omit
		Never	Sometimes	Usually	Always	
		1	2	3	4	
Students						
reliability in keeping commitments	SB	0	1	1	3	0
	H	0	1	7	0	0
	B	0	0	2	3	0
behavior at the site	SB	0	0	2	3	0
	H	0	0	4	4	0
	B	0	0	2	3	0
Interest in site activities	SB	0	2	3	0	0
	H	0	2	5	1	0
	B	0	1	4	0	0

Table 15 (Cont.)

	Cluster	Satisfactory				Omit
		Never	Sometimes	Usually	Always	
		1	2	3	4	
EBCE Staff						
assistance in planning meaningful student activities	SB	1	1	0	1	2
	H	3	0	1	1	3
	B	0	0	1	1	3
assistance with student problems	SB	1	0	0	1	3
	H	3	0	1	1	3
	B	0	0	1	1	3
feedback on student progress	SB	1	1	2	0	1
	H	3	0	1	1	3
	B	0	0	1	1	3

	Cluster	Nothing	A Little	Some	A Lot	Omit
		1	2	3	4	
How much opportunity did the students have to learn on your site in the area of						
learning about careers and jobs	SB	0	1	2	2	0
	H	0	0	2	6	0
	B	0	1	0	3	1
planning for a career or careers	SB	0	4	1	0	0
	H	1	1	4	2	0
	B	0	0	4	0	1
learning job-seeking skills	SB	1	1	3	0	0
	H	1	3	3	1	0
	B	1	1	2	0	1
learning how to do a particular job	SB	0	2	1	2	0
	H	3	1	4	0	0
	B	0	1	3	0	1
improving reading skills	SB	4	1	0	0	0
	H	6	1	0	0	1
	B	2	2	0	0	1
improving writing skills	SB	4	1	0	0	0
	H	6	1	0	0	1
	B	3	1	0	0	1
improving math skills	SB	1	3	1	0	0
	H	5	1	0	0	2
	B	1	1	1	1	1

Table 15 (Cont.)

	Cluster	Nothing 1	A Little 2	Some 3	A Lot 4	Omit
improving listening and speaking skills	SB	1	2	2	0	0
	H	2	2	2	1	1
	B	1	0	2	1	1
thinking through and solving problems	SB	1	2	2	0	0
	H	1	4	2	0	1
	B	2	1	1	0	1
improving skills in working with other students	SB	2	1	2	0	0
	H	1	2	4	0	1
	B	1	1	2	0	1
improving skills in working with adults	SB	1	1	3	0	0
	H	0	2	5	1	0
	B	1	0	2	1	1
accepting many different ideas and backgrounds of people	SB	0	3	2	0	0
	H	0	4	2	2	0
	B	1	1	2	0	1

		Important				
		Not 1	Somewhat 2	Important 3	Very 4	Omit
How important to you are the following reasons for participating as a resource in the EBCE program?						
giving students new learning experiences	SB	0	0	2	3	0
	H	0	1	2	5	0
	B	0	0	2	2	1
giving students career information	SB	0	3	0	2	0
	H	0	1	2	5	0
	B	0	1	2	1	1
helping students grow and mature	SB	2	2	1	0	0
	H	0	0	2	4	2
	B	1	1	2	0	1
working with professional school staff	SB	0	2	1	2	0
	H	0	0	6	2	0
	B	0	2	1	1	1
participating in a new community program	SB	0	3	0	2	0
	H	0	2	1	5	0
	B	0	1	1	2	1

Table 15 (Cont.)

	Cluster	Important				Omit
		Not	Some-what	Impor-tant	Very	
		1	2	3	4	
increasing community awareness of my organization	SB	0	1	2	2	0
	H	0	1	4	3	0
	B	1	0	2	1	1
increasing my understanding of youth	SB	0	1	4	0	0
	H	0	1	3	4	0
	B	0	1	1	3	0

	Cluster	Desirable				Omit
		Not	Some-what	Desir-able	Very	
		1	2	3	4	
In terms of your own experiences--weighing costs, benefits and other contributing factors--how do you feel about participation in the EBCE program						
by you	SB	0	1	4	0	0
	H	0	1	3	4	0
	B	0	1	1	3	0
by your organization	SB	0	1	2	1	1
	H	0	1	4	3	0
	B	0	1	1	2	1
by students in your community	SB	0	2	0	1	2
	H	0	0	4	3	1
	B	0	0	3	1	1

	Cluster	Definitely No			Definitely Yes	Omit
		1	2	3	4	
Do you plan to continue to participate in the EBCE program?	SB	0	2	1	2	0
	H	0	0	4	3	1
	B	0	0	2	2	1
Would you recommend to other organizations or individuals that they become involved in the EBCE program?	SB	0	2	1	2	0
	H	0	0	6	2	0
	B	0	0	2	2	1

[a] The sample sizes are 5 for SB, 8 for H and 5 for B.

Specifically, what is very important is to have the feeling that one is actually teaching students useful ideas. Other suggested rewards were also seen as valid, but some of these items had isolated employers rating them low. The most favorable data are in questions 10 and 11, in which all but two respondents say they wish to participate again and that they would recommend that others do, also.

Evaluation of Objective VIII: Curricular Objective

Introduction

The curricular objective was to produce deliverable, transportable curricula for various occupational clusters. In this section we discuss evaluation information on specific clusters, and on the entire approach to career education.

The first clusters were Health and Small Business. The second nine week period included the clusters Law and Justice and Banking and Finance. Experience with these led to modifications of the general description of a "transportable" package to include orientation activities and pre-test prerequisites. Work over the summer resulted in the following clusters for the fall of 1977: Marketing and Advertising, Communications, Government Service and Manufacturing.

The specific clusters are described in "catalogs" which are given to students. These catalogs contain verbal and pictorial presentations of site activities, job explanations, job descriptions and the number of days necessary for each specific site within a cluster. The student completes a worksheet that shows all choices such that the number of onsite days is 14. The orientation materials contain references, activities and a pre-test. (These materials were presented by Mr. Kendall at the fall meeting of the Community Advisory Committee. The pre-test package is described in the next subsection (Orientation).)

The site clusters currently developed do not include enough examples of industrial, trade or "blue collar" vocations, with the exception of workers in the small business cluster. The explanation that these areas are in the domain of the vocational school leaves some questions to be explored by EESI. If the project is designed for the entire range of students, it would follow that a number of students who have not committed themselves to vocational school would eventually be employed in these job clusters and would need appropriate career exploration. The Greenville area does have a large number of textile plants and other industries. Data on grade point averages indicate that students in the first year of the program actually would be more compatible with "blue collar" than professional clusters.

Disseminated project information should specify that the terms used in career clusters for this project have been locally defined and definitions do not conform with other career clusters' definitions as appear in the literature.

In addition to this regular EBCE program, specific students have arranged "specialties." These students are ones who have a well-developed idea of their career goals, and, therefore, do not need exploration activities. Several students have undergone specialties in the areas of accounting and interior design. This aspect of the program is expected to become more important.

Both career exploration cluster materials and specialty development materials are transportable to a large degree. Some would require some adaptation to local site opportunities, but some (Health and Banking, for example) probably can be used in most communities with only minor modification.

Orientation

The problems identified in regard to student orientation prior to on-site experiences were attacked by the Community Resource Coordinator. The decision of the EBCE staff was to develop training modules for orientation. The first prototype was for the Banking and Finance cluster, the cluster in which this problem was clearly delineated. The module, called "Requirements for: Banking and Finance Cluster," lists reading assignments and other learning activities. It explains a pre-test that must be passed before students can go on-site. Finally, a test and answer sheet were developed. This particular test covers technical vocabulary, formula identification, some calculations and concepts. Students can take the test several times, but must make 70% correct prior to going on-site. This procedure appears to us to be excellent and should be modeled by other replication projects.

EBCE Student Background

Students completed a background questionnaire in March. The major purpose of this questionnaire was to gather relevant biographical data on students. This data is not reported at this time. However, responses to one question are reported. Students were asked "Why are you attending the EBCE program this year?" There were directed to respond on a three-point scale to a set of alternative reasons. The results of 26 respondents are tabulated in Table 16.

Generally, the major reasons cited dealt specifically with self-exploration and job exploration. A few students chose other alternatives; however, it appears that the EBCE staff was highly successful in recruiting students who understood what the program was about and definitely wanted the benefits of such a program. (Data that was reported the next quarter suggested that a few students expected this to be a non-academic program. Most students knew what they were choosing to do.)

The desire to participate more fully in one's own education by self-planning and individualization was seen as "somewhat important" by large numbers of students. Thus, this aspect of the program is seen as important to student recruitment, but not as essential as a direct concern for career development, job skills and knowledge, and personal growth.

Table 16

WHY ARE YOU ATTENDING EBCE THIS YEAR?*

		Not Important	Somewhat Important	Important
1.	To develop plans for after high school	1	8	17
2.	To learn things that I want to learn	3	9	14
3.	To make new friends	6	10	10
4.	To find out more about my own values, interests, needs and goals	1	4	21
5.	To plan my own learning program	2	19	5
6.	To get into a program different from regular school	3	8	15
7.	To work with adults in the community	4	13	8
8.	To have more individual attention	9	12	4
9.	To find out more about careers	2	1	23
10.	To have learning activities outside the classroom	4	7	15
11.	To get job training	8	6	12
12.	To have more responsibility and independence	1	11	14
13.	To get away from problems at my previous school	16	4	4
14.	To improve my skills in meeting and dealing with adults	3	7	16
15.	To get help in finding a job	5	8	13

16. Other reasons:
    - To find out what I do best
    - Recommended by Coach Kendel
    - To get law enforcement experience
    - To meet good looking girls
    - To get education for things needed in adult life

*There were 26 useful forms for this table.

Student Opinions of the Full Semester

Students completed a survey of their attitudes toward EBCE at the end of the semester. The percentage of responses of students to each alternative appear in Table 17. In general, responses were similar without regard to which two clusters had been experienced, so our table is constructed without regard to clusters. Specific comments of students, which were written on the survey form, appear in Table 18.

In general, students from all cluster experiences liked the EBCE program and would like to have similar experiences (items 2, 3 and 6). However, these items show a few students who did not like their experiences and would not repeat the program. Other indicators show that at least two of these students were not expecting the academic/cognitive work load and one other was a person whose career ideas had been previously determined. This was expected by the EBCE staff. In spite of considerable effort to inform recruits as to the nature of the program, some students did not know exactly for what they were volunteering. This problem is not expected during the second year because of the general awareness of the program throughout the school and a greater effort at school orientation on the part of EBCE staff.

Students did believe that they were given personal responsibility for planning and executing plans (items 4 and 5). Students report that academic learning was not a major effect of site experiences, but learning about careers was. Interpersonal skill development was seen as an important outcome (items 7-12).

The final question yielded the following rank order of outcomes, as perceived by the students, from most to least important: self growth, careers and work, interpersonal skills, future planning and academics.

Student Interviews

Each of the students in the project was interviewed by EESI staff who followed the EESI Student Interview Form which includes a confidentiality statement and which appears in the Appendix. A summary of student responses was that the students were most enthusiastic about being out in the community and seeing what the real world is like. Some felt the paperwork was excessive. The classes received mostly favorable comments with mathematics receiving only favorable comment while consumer economics comments were about half favorable. Guidance activities received only positive comment with the exception of two comments about activities being repetitive. The only negative comments about field centers were three who expressed the opinion that students were not involved enough and two who thought the personnel at job sites should know more about the purpose of the EBCE program. Only minor scheduling problems were revealed. The following table presents paraphrasing of students' comments along with the number of students who made each comment or a very similar comment (see Table 19).

Table 17

Student Opinion of EBCE Program--Semester Evaluation[a]

ITEM	Definitely No . . . 1	2	3	4	. . . Definitely Yes 5
Did you like the way of learning (relating study to experience at resource sites) that is used in the EBCE program?	3	9	19	34	34
If you had it to do over again, do you think you would participate in the EBCE program?	9	3	19	13	56

	Very Little... 1	2	3	4	...Very Much 5
In the program, how much were you expected to plan your own activities and manage your own time?	22	3	41	22	13
How much were you expected to judge your own behavior and performance and to accept responsibility for actions you took?	0	9	9	31	50
How did you like school this year (in comparison to last year)?	3	3	23	33	37

	Nothing 1	A Little 2	Some 3	A Lot 4
How much do you feel that you learned in your school program this year in the area of:				
learning about careers and jobs	0	3	34	63
planning for a career of careers	0	13	47	41
learning job-seeking skills	0	16	41	44
learning how to do a particular job	9	6	50	34
improving reading skills	28	31	31	9
improving writing skills	25	34	34	6
improving math skills	29	19	42	10
improving listening and speaking skills	3	9	28	59
thinking through and solving problems	6	16	47	31
improving skills in working with other students	3	3	44	50

Table 17 (Cont.)

	No-thing 1	A Little 2	Some 3	A Lot 4
improving skills in working with adults	3	0	19	78
accepting many different ideas and backgrounds of people	0	9	31	59

	Definitely No	. . . .			Definitely Yes
	1	2	3	4	5
Did your community explorations help you to learn about careers?	3	6	13	38	41
Did your community explorations help you to learn about academic subjects?	9	13	41	25	13
Did your community explorations help you to understand how academic knowledge is used in the world of work?	3	6	25	47	19
Did the EBCE program give you an opportunity to find out more about your career-related interests, abilities and values?	3	6	16	31	44
Did the EBCE program help you to learn about matching what you know about yourself with future career possibilities?	0	13	13	31	44
In comparison with the regular school program, how much opportunity did the EBCE program provide you for learning about careers?	0	3	6	22	69
In comparison with the regular school program, how much opportunity did the EBCE program provide you for general learning?	6	9	25	25	34
In comparison with the regular school program, how much opportunity did the EBCE program provide you to get information to make plans for the future?	0	6	9	22	63
In comparison with your past experiences in school, how motivated were you to learn in the EBCE program?	3	3	25	31	38

	Very Little...Very Much				
	1	2	3	4	5
How much have your experiences in the EBCE program prepared you to make an informed decision about your future?	0	16	10	55	19

Table 17 (Cont.)

	Strongly Disagree 1	Dis-agree 2	Agree 3	Strongly Agree 4
My school program this year helped me:				
to prepare for work	6	33	44	16
to prepare for college	9	38	47	6
to decide what I want to do after high school	9	44	28	19
to better understand myself	9	25	41	25
to get along better with others	6	19	44	31

Area		%
From the following list, check three ways that you have changed as a result of your EBCE experiences. (Figures are the percentage of times the category was checked as one of the three ways.)		
Self Growth	Know more about self, matured More sure of self; less shy, express self better More responsible, motivated, less lazy More independent; work for an by self Able to solve problems, make decisions, cope, plan	28
Career/Work	Gained knowledge of and attitudes about careers and the world of work (general) Gained knowledge about specific careers/jobs/behaviors	24
Learning/Academic Progress	Attitude changed; more interest in school and learning; better study habits; less cutting Learned more (specific and general)	13
Interpersonal	Get along better with people; relate better, express self more with people	17
Future Planning	Developed goal (unspecified); thought about plans Decided on further education	16
Other	No change Negative change Other	2
TOTAL		100

[a] Entries are the percentages of students who marked each category (N = 32).

Table 18

Comments Written by Students in the Semester Evaluation

Question	Responses
If you had it to do over again, would you participate in EBCE?	
	YES: Helped me decide what field I'd like to go into
	Enjoy sites and classes/Can see use for them now
	Will help me decide on what I want to go into for my career
	Enjoyed opportunity to participate in actual experience of learning
	Helped you find yourself/helps you learn about others
	Because of law and justice cluster
	Learned a lot, will learn twice as much next year
	Learned a lot, will learn more next year
	Sitting all year in class is boring
	EBCE gave me freedom and extra attention
	Very good program for college bound student who is not sure what field he wants to go into
	Because I enjoy meeting (people) & I learned a lot more
	Because of the individualization that a student receives
	The program taught me a lot of things that I didn't know about different careers
	Because it is a worthwhile experience. It is interesting, you see a lot of different things
	EBCE has helped me to clear my mind about a career choice and it has allowed me to express myself in many different ways
	It helps you to look at different jobs and decide what they are really like
	Because I learned more in this program than I would by sitting in a classroom and I got a view of job opportunities
	I feel I would enjoy Law and Justice more because this field has always fascinated me
	Because I don't like to learn by reading, I like to learn by doing
	NO: Didn't learn enough in academic classes/goofed off a lot
	Have too many classes I must take
	Some places were sick/I enjoyed some & wouldn't want to have missed them

Table 18 (Cont.)

Question	Responses
	The individualized work affected my grade. I compete with others for better. In EBCE, I couldn't compete
	I don't know, I enjoyed the experiences but my grades suffered greatly
	Can't get all my subjects in
	Because paperwork is still kind of hard for me. In some ways, everything is alright
	If I had to do it again, I probably would, not definitely
	I wish I had completed chemistry
	Journals, some teachers (Pate), more choices for classes
COMMENTS AND SUGGESTIONS:	It's fun! It's different and interesting
	More time for certain activities
	It was a new and real experience
	Don't like Ms. Pate; find new CE teacher
	Great program. Needs to emphasize a little more strongly the in-school learning. Could improve greatly
	EBCE is very helpful toward life
	Hope program spreads throughout the county
	Even though everything was a fast process, I really learned a lot and matured some while in the program
	Buses should be on time
	Make people at site more aware of what student is supposed to do
	Why can't we have a feedback or something instead of journals?
	I enjoyed it and will miss it next year
	I had a good time
	By being in this program, school became more enjoyable.
	I learned much more in this program than I have by being in school for 2 years.
	The Law and Justice cluster should be extended to a year because this field has so much it cannot be covered in a semester

Table 19

Student Responses to Interviews

1. Liked most about the program:
    - 10: being out in the community (job sites)
    - 9: seeing what the real work world is like
    - 5: break in routine, not bored
    - 4: help you find out what you'd like to do
    - 3: meet people
    - 3: independence
    - 3: learning and helping someone
    - 2: responsibility
    - 2: gives you a head-start on the future
2. Liked least about the program:
    - 6: paperwork involved
    - 3: some activities are too short
    - 3: regular schoolwork in classes
    - 2: nothing
    - 2: more job site involvement
    - 2: goals in guidance class not related to program
    - 2: consumer education not interesting
    - 2: consumer education--not enough class work time and material can't be taken home
3. Specific Areas
    - A. Classes
        - 1. Mathematics
            - 10: like it; it's good
            - 8: like individualization
            - 7: can go at your own pace
            - 3: like it better than regular math
            - 2: okay
        - 2. Consumer Economics
            - 7: like it
            - 6: dislike it
            - 4: learn basic things about life
            - 4: not enough time for work load
            - 3: boring
            - 3: okay
            - 2: easy
            - 2: hard
            - 2: a lot of homework
        - 3. Speech
            - 10: like it
            - 4: okay
            - 5: helps you communicate better
            - 3: body language section was helpful
            - 2: easy
            - 2: don't like

Table 19 (Cont.)

2: hard.
2: helps you talk in front of others.
2: helps you listen.
2: Moore is a good teacher.

B. Guidance
11: like it.
9: learn from others' reactions and feelings.
5: can freely express self.
5: okay.
4: learn about sites more.
4: releases tension.
2: understand each other better; closer.
2: repetitive.
2: has good discussions.

C. Field Centers
9: like them.
3: not enough involvement.
2: great.
2: can see jobs in action.
2: people at sites don't always know purpose of EBCE program.
2: students can get involved.
2: learned a lot.
2: meet nice people.

Most Often Mentioned

Liked	Disliked
Nursery	Laundry (overworked)
Cardiology	Food Service (all lecture)
Recreational therapy	Mini-school (overworked)
Chaplain	Central Supply (all talk)
	Midas (2nd day--no action)
	Nursery (overworked)

D. Transportation
12: okay.
3: good.
2: fine.
2: would rather drive.
2: late a lot.
2: take mini-bus--cheaper.

E. Scheduling
14: no problems.
2: PE problems.
2: foreign language problems.
2: miss a lot of extracurricular activities.
2: a lot of courses incompatible to program timing.

4. See Changed
4: cut down on paperwork.
3: no changes.
2: more students in it.
2: familiarize employers to program more fully.
2: more involvement at job sites.
2: change some of the sites.

Table 19 (Cont.)

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5. Recommendations
    - Do something about paperwork.
    - More clusters.
    - More diversity in activities.
    - Repeat well-liked job sites.
    - New clusters suggested:
        - Psychology
            - Mental health centers
            - Clinic
            - Psychiatric ward at hospital
        - Communications
            - TV
            - Radio
            - Newspapers
        - Marine biology
        - Forestry
        - Sports
        - Department Store
            - Managers
            - Department heads
            - Salesmen
            - Buyers
            - Graphic arts
        - Photography

Student Reaction to Specific Clusters

A survey of student reactions to the Health and Small Business clusters was made at the end of the first nine-week period. A report of this survey is in the Appendix. A similar survey was not done at the end of the semester. Instead, the "Full Semester" survey was given.

Evaluation of Project Processes

Project Management

A major asset of this project is the Project Coordinator, who appears to EESI as functioning in an efficient and forthright manner with all personnel involved. The administrative support from the Project Director (Principal) through the county offices also appears exceptional. Especially noteworthy has been the cooperation of these officials with EESI. This cooperation has extended to a joint visit of a District evaluation specialist with the EESI President to the Atlanta USOE office to discuss project problems. The Coordinator and Director have displayed considerable sensitivity to accomplishing EBCE goals, especially in some difficult staffing problems. In particular, a teaching change was initiated very early in the program at a time quite inconvenient to the school administration. A complete change of teaching staff and of guidance assignments was made in the summer of 1977, based on evaluative evidence that such change would facilitate project success.

The Coordinator and Director have established effective communication with District and State administrations. The opportunities for dissemination and the support received have been previously discussed.

The initial half-year was characterized by a lack of team-work in regard to project goals. Specifically, teachers and other staff did not adequately work together. This does not appear to be a problem in the fall of 1977. The present staff works as a team and should show substantial gains relative to the first half-year.

Insurance

Insurance policies and coverage were examined by the evaluator and found to be adequate.

Parental Permission

We reviewed all parental permission forms prior to use. The District is quite concerned about informed consent and is very careful to assure student and parent protection.

Transportation

The transportation plan is adequate; however, the use of small buses rather than full-size buses would be preferable due to their maneuverability. Moreover, the number of students transported at one time is not large enough to require full-size buses. There were occasional problems in scheduling student pick-ups that were unfortunate, some causing missed meals. These problems were rare, but the system does need some improvements.

Guidance Activities

The general opinion of the evaluators was that all counselors involved in EBCE were competent and were performing excellent services for the program. Moreover, the RBS guidance materials were excellent and were being used. However, it was our judgement that the program was not receiving the equivalent services for which it was paying. That is, EBCE was supporting a full-time equivalent position, but was not receiving the equivalent of a full-time counselor's time.

The organizational structure allowed each of three counselors to participate in EBCE part-time, while devoting the remainder of their time to the regular school program. This sturcture was seen to have long term benefits to future continuance of career education ideas by providing several counselors with an EBCE background. However, the program should have received greater attention from the guidance staff.

It was recommended that the guidance program be changed to use at least one full-time guidance counselor who was not required to give time to non-EBCE activities. This recommendation was incorporated into project plans and budgets for next year. The new job description includes general coordination of guidance activities, conducting group sessions, coordinating EBCE specializations, and assisting in integrating on-site student experiences into the school program through both site orientation and followthrough phases of career explorations. The appointment of this full-time person greatly strengthened the guidance program, as evidenced by performance at the beginning of the second year.

RBS Manual

We conducted a comprehensive review of the RBS manual Career Clarification Program: A Problem Solving Approach (Group Leader's Edition). This manual was used by all three counselors, and thus is a major factor in the success or failure of the guidance component.

The RBS manual is well written, easy to read and understand. It is intended as a resource from which counselors may select materials and strategies to facilitate student career decision making, goal-setting, planning, and resultant movement to action. A strength of this manual is that the group leader may choose strategies from any section of the book to facilitate the attainment of desired objectives. The manual is so designed that effectiveness is not dependent on using all the strategies or following them in sequence.

The section on group leadership contains guidelines which highlight in clear, concise fashion ways to effectively lead a guidance group. It is our opinion, based on observation, that these guidelines are being satisfactorily implemented by each of the counselors. Cohesion exists in the groups. Members are allowed time to think through and express their feelings and share their experiences. A climate of respect, warmth and empathy permeates the groups. Members interact freely in a non-threatening atmosphere. All groups are in the work phase of group life.

The manual emphasizes the importance of the student journal. All students were actively maintaining their journals in which they expressed their thoughts, reactions, feelings--both positive and negative--related to their experiences on the job sites. The counselors and a full-time member of the project staff reviewed the journal entries with the students.

The career clarification curriculum presents materials and procedures in the following areas:

Orientation
Career exploration selection
Interpersonal skills
Career exploration preview
Career exploration/specialization review
The world of work
Self-assessment
Broad planning
Decision making
Career actions
Year-end wrap-up.

The objective of assisting students to assess their readiness to hold a job has been facilitated through the completion of the self-assessment questionnaire. This instrument helps students grow in their awareness of their personality traits and work values.

The objective of helping students become aware of what happens in group discussions and the relevance of sharing in the group has been clearly satisfied and was demonstrated by the group dynamics of the various groups. Likewise, the objective of formulating meaningful ground rules had been satisfied and was evident in the working of the groups.

The students had completed exercises in the interpersonal skills area designed to increase their awareness of specific behaviors related to their participation at the resource site. Self-reports indicated that the students felt that this objective had been satisfied.

The objective presented in the career exploration preview section of providing students with the knowledge necessary to insure a worthwhile experience at the resource site appeared to be satisfied, as indicated by the self-reports of the students. (However, as reported in the section on Curricula Objective, some major problems arose concerning orientation and followup of site experience.)

In the area of self-assessment, students had completed exercises designed to help them grow in awareness and understanding of their personal strengths and deficits, increase knowledge of their attitudes and interests and how these influence career planning and help them define behaviors--positive and negative--that affect academic achievement.

Students had completed an exercise in the career exploration selection area designed to increase their goal setting ability.

In our opinion, the strategies presented in this manual area valuable procedures that should assist in the development of knowledge, skills, attitudes and values beneficial to students as they prepare for a variety of life roles. The indications were that the students were satisfactorily moving toward the attainment of the objectives outlined in the RBS Manual.

Instructional Activities

Teacher Observation. Each instructor in the project was observed formally for two fifty minute periods by the EESI staff (the EESI Classroom Observation Form is in the Appendix). In addition, shorter observations were made routinely as part of evaluator site visits. The conclusions drawn from these observations were that the instruction was good. There were a few recommendations. The observer reported that the mathematics class was totally individualistic and was serving students at their level of competence. The speech instructor had planned his entire work schedule and demonstrated a warm, caring attitude toward students. The economics instructor was well organized with good materials, worksheets and job site coordination. A major problem was the lack of time for the instructional staff to coordinate their instruction around career education concepts and job site experiences. For example, mathematics and consumer economics could have a coordinated unit focused on the Banking and Finance unit.

During the two formal observation periods, the EESI staff did not observe any career education concepts in the individualized mathematics instruction while the other classes were focusing on career education concepts. One instructor appeared somewhat inflexible in personal interaction with students. This problem was discussed with project administration.

In general, the limited actual observation lead to a more favorable picture of instruction, per se, than appears justified. The day-to-day supervision of instruction by the project staff lead them to the conclusion that considerable improvement in instruction as it relates to EBCE must be attained. All instructional personnel were replaced prior to September, 1977.

Grading in EBCE Courses. Parent data included an occasional complaint that the parents' child was doing less well in school during EBCE than previously. Also, there was occasional evidence of negative attitudes of students. These bits of information, in addition to our personal observations of classrooms, lead us to study grading for EBCE-related credits and to look at the history of grades in prior semesters. We could not tie parent complaints directly to student data due to the anonymity of parent data. However, we do have good evidence that, in general, grades have held up rather well.

We were disturbed that grades assigned to EBCE students did appear rather harsh to us. Specifically, EBCE-related credits were for Career

Education, Consumer Economics, English/Speech, and Mathematics. The grading system is a letter grade with a possible "+" or "-" attached. We have ignored the signs and tabulated only the letter grades. Our statistical averaging is based on a four-point scale of A = 4, B = 3, etc. We did not find grades for one student.

The grades assigned in EBCE courses for each sex appear in the Appendix. We did not compare these distributions to the school's overall distributions. However, we are concerned that in 110 credits assigned by EBCE staff and teachers, only four A's were awarded. One teacher awarded only two grades above a C. Another awarded only three above C, while awarding six F's and nine D's.

Our concern is the establishment of a negative reputation that might hamper student recruitment. It is especially difficult to interpret the low grades as indicating a successful approach to individualizing classrooms or to getting students motivated to do individual work.

There is some concern that male mathematics students were treated more harshly than females since ten males received grades of D or F. The EBCE mathematics grades were compared to the mathematics grades received the previous semester. Three males and three females were awarded a higher grade during EBCE. However, whereas only one female received a decrease in grade, ten males received decreases. This pattern is weak evidence of possible bias, or it suggests that these males were less able than these females to adjust to individualizing.

However, the reader is warned that teaching problems were well-known to the EBCE staff. No academic teacher involved in last year's program is still involved. The major visible change in the Mann EBCE program is the presence of two highly motivated new teachers, accompanied with the deletion of the consumer education credit.

However, the basic issue of the parent complaint of interest was not especially harsh grading, but grade drops. Therefore, we converted the spring semester grades to a grade-point average (GPA). We searched cumulative records to recover grades assigned for the previous three semesters. (Two students' records provided us only with one-semester tracking.) We did delete physical education credit from our averaging, but included all other credits. Our general conclusion was clear--that the EBCE group, on the average, did not have an exceptional grade record. Summaries appear in Table 20. Averages ranged from 0.73 to 2.61, with a mean GPA of 1.79, for the three semesters prior to EBCE, whereas during the EBCE semester averages ranged from 0.8 to 2.8, with a mean GPA of 1.92. That is, despite the rather low EBCE grade distributions, students' GPA's averaged .13 higher than during their preceding three semesters. This change is not statistically significant but does indicate that there were no substantial across-the-board grade drops. However, there were 12 students who did have lower GPA's as compared to 16 whose grades increased.

Table 20

Changes in GPA's Over Two Years

Statistic	EBCE Semester	Three Semesters Prior to EBCE
Mean GPA	1.92	1.79
Highest	2.80	2.61
Lowest	0.80	0.73

Sex Bias and Stereotyping

The monitoring of the entire project for evidence of sex bias and/or stereotyping was a major requirement of the evaluators. In general, this did not appear to be a serious problem, due to the sensitivity of the EBCE staff to sex-related issues. However, there were some indicators of possible bias occurring in isolated incidents:

1. The grading in mathematics, as discussed in the preceding subsection.
2. One tentative job site was excluded because of expressed sex bias.
3. Several specific instances of sex bias were reported by students involving personnel at job site locations.
4. A female teacher appeared to be responding more favorably to males during EESI classroom observation.
5. Evidence of sex stereotyping was discovered in classroom materials including textbooks and tapes.

All of the above incidents were discussed with project staff, who are aware and concerned about this issue. In fact, most of these incidents were discovered, reported and corrected when possible by the EBCE staff themselves. Guidance activities were designed to help the student identify and evaluate incidents of sexual stereotyping. A list of such incidents reported by students is included in the Appendix. The major achievement has probably been success at sensitizing students to sex-role problems.

CONCLUSIONS, IMPLICATIONS,
AND
RECOMMENDATIONS
FOR THE FUTURE

Conclusions, implications, and recommendations for the future:

This section of the Interim Report is written by the J. L. Mann High School EBCE staff prior to receipt and analysis of the findings of the third party evaluator, Education Evaluation Services, Incorporated.

The conclusions, implications, and recommendations expressed herein are those of EBCE staff members based on their observations during the first year of program operation. They are to be viewed as separate and distinct from the objective assessment by Education Evaluation Services, Incorporated.

During the first program year -- September 20, 1976 to September 20, 1977 -- the J. L. Mann High School EBCE Coordinator, accompanied by varying staff persons, was privileged to attend Part D conferences and to visit other ongoing Career Education programs. These experiences have broadened staff perception of career education.

The J. L. Mann EBCE program has been modified to incorporate ideas gained from these experiences. By the same token, EBCE staff can now testify to the basic soundness of J. L. Mann's program design.

As an example, J. L. Mann's program provides an elective credit for the career education component of EBCE. Some projects do not. This staff believes that provision for credit gives validity to the task, lifting it out of the realm of "kid stuff."

As an example, J. L. Mann's program offers the community component to its students on a schedule of two half-days per week. Many projects offer this component on a schedule of one full day per week. Both alternatives provide for approximately the same amount of time at the job site; yet the J. L. Mann half-day approach has distinct advantages:

Our students have the opportunity for immediate feedback to EBCE staff when they return at mid-day. Our staff does not need to wait until next week to learn that an EBCE student has met with success. Our staff does not need to wait until next week to learn that there has been a problem. In terms of guidance, this is significant.

Moreover, the half-day schedule allows our EBCE students to be mainstreamed into the parent school each day of the week. It means that our EBCE students never need to ask to be excused from a school classroom for EBCE activities; thus the parent school teachers do not feel the EBCE program is an intrusion.

The J. L. Mann EBCE schedule also allows for coincident and adequate planning time for staff so that an integrated, team approach to Experience-Based Career Education is possible.

These are examples of program strengths which derive from the basic soundness of J. L. Mann's program design.

Also, after one year of program operation, the J. L. Mann High School EBCE staff can provide a few specific guidelines for others who would start an Experience-Based Career Education program:

First, a strong Guidance Component is essential to the success of the program. It is the Guidance Component which aids the students in assimilating the career experiences in relation to their own strengths, aptitudes, and interests, and which helps them perceive the commitment necessary for success in a given career area.

Second, a strong orientation period is necessary. The traditional school program does not prepare the students for the independence of the Experience-Based Career Education program. A strength of EBCE, of course, is that it does breed self reliance. But a stable period of orientation nurtures this successful outcome.

The new EBCE program must also have staff members committed to program success, willing to walk that extra mile to get the job done.

Fourth and last, the new EBCE program should anticipate community site development as an ongoing need. The more jobs available and the more trained employer-teachers participating, the more likely it is that the student can be fortuitously matched to the right location. With ample site development, there is more likelihood for a one-to-one involvement between student and employer as opposed to the field trip observation. Also, no one site needs to be over-used, an important plus to a profit-oriented business.

Herewith brief comment on other logistics attendant to an Experience-Based Career Education program:

Students in Greenville County will always need some transportation supplied if the EBCE program is to meet the needs of all students. The business community is geographically spread out and no adequate public transportation exists. Supplying transportation has not proved to be as much of a headache as was anticipated, but it must be viewed as an ongoing operational expense.

This staff feels that the EBCE program has an obligation to share student liability with participating employers.

Certainly staff concern about liability has been reassuring to the businessman. However, this expense can be arranged through the school student insurance program at a cost low enough to be borne by the student.

The individualized classroom is an expensive though rewarding method of education. It is also difficult for a teacher experienced only in the traditional lecture method to adjust to a prescriptive approach and to develop a sound management system that paces the student. The EBCE staff at J. L. Mann High School knows that the adjustment can be made and that a sound management system can be developed, for our two teachers are accomplishing this. This EBCE staff has attempted, as aforementioned, to present a rationale for the operation of the individualized classroom in terms of its value apart from the EBCE program.

At this point in time, the EBCE staff of J. L. Mann High School identifies three major tasks to be emphasized during the second program year: Building on existing program strengths, making the EBCE staff and facilities available to those interested in the concept of Experience-Based Career Education, and, significantly, developing a feasible plan for transference to other high schools in this school district.

Building on the existing program strengths must include developing a career education infusion plan for ninth graders, completion of the individualized academic curricula products, and ongoing development of community sites. Demonstrating this EBCE program to interested parties must include, in part, working to create this interest. The need to develop a feasible plan for transference is obvious. This EBCE staff believes that transference is desirable and possible; realistically, we believe that implementation monies will need to be found if transference is to be accomplished.

The J. L. Mann EBCE staff, after one year of program operation, remains committed to the belief that our high school students need and want realistic career experiences. We believe that our EBCE students, the boys and the girls alike, have developed an increased awareness of the world of work and have broadened their occupational aspirations. We feel that students completing our EBCE program are more ready to enter the job market. We point with pride to the high percentage of EBCE students who were employed during the summer months. We point with pride to the student who, upon completion of a specialization at an accounting firm, was offered a job "for any summer that she is available during college years."

The staff also notes two specific extrensic values to the EBCE program that are apparent after one year of operation.

First, we see a value in terms of goodwill and community understanding in involving the community in the educational process. We live in a time when public education is under fire. Involving the community in the educational process enables the community to perceive educational problems that exist today which did not exist even ten years ago.

It has been our observation that the business man wants this involvement and can successfully aid the school in motivating our students to a more realistic viewpoint. When we have challenged our business people to teach at first hand the work ethic that we can only preach in isolation, they have risen to the challenge. The public school needs this involvement.

Second, because the EBCE program has high visibility within the parent school, we observe an extrensic value in EBCE to the parent school, those teachers and students not directly involved in the program.

Our students are expected to dress appropriately for the job at which they are to "work" in the community. This means that the boys often appear at school wearing neckties and hard-soled shoes. The girls often wear skirts rather than blue jeans. This attire makes EBCE students very visible in the corridors and classrooms of J. L. Mann. Teachers and students alike tend to ask, "Where have you gone today?" And EBCE students love to share their experiences.

This visibility means that all teachers and students at J. L. Mann High School are daily reminded that all education is, basically, for work. This is why we now have a logo for our Experience-Based Career Education program which announces to everyone that "Education is Working at J. L. Mann High School."

APPENDIX A

Management Schedule
Documentation for Same:

a. Student Journal Excerpts

b. Student Case Study

c. Specialization Contracts (Cooperatively Planned Units)

d. Waivers

e. State Department Correspondence, July 22

f. Use of Mini Bus, September 16

g. Staff Resumes

h. Progress of Community Development, September 15

i. Participating Businesses and Organizations

j. South Carolina Textile Manufacturers' Association Endorsement, August 31

k. Part D Conference, September 7

l. Progress of Guidance Component, September 15

m. Progress of Mathematics Component, September 23

n. Insurance, June 24

Management Document of Activities and Accomplishments 1976-77

Activity	Completion Date	Comment
Funding of Project	9-20-76	
Staff Selection	9-30-76	Staffing completed by this date; however, since replacements could not be found readily in mid semester, some individuals could not begin program participation until as late as January 18, 1977.
Selection of Third Party Evaluator	10-15-76	Dr. Louis Bashaw, Education Evaluation Services, Inc., Athens, Georgia, was designated.
Staff In-service	ongoing	Research for Better Schools (RBS) worked with staff as per contract.
Dissemination	ongoing	See separate Dissemination Schedule.
Selection and scheduling of 36 students	12-13-76	35 students enrolled in explorations and three (3) in specializations: total 38.
Transportation Planned	1-18-77	Routes organized and drivers assigned.
Remodeling of physical facilities	1-18-77	60% completed; balance for this year completed by 2-18-77.
Community Development: Identification, recruitment, and training of employer-teachers	1-18-77	Two clusters completed; two additional clusters completed by 3-23-77. Some individuals located in non-traditional sex-roles.
Development of Academic Component	1-18-77	Some materials received; others on order. Units of work in process.
Development of Guidance Component	1-18-77	Objectives tentatively developed and materials reviewed.
Development of Career Resource Library	1-18-77	Some materials received; others on order; cataloguing in process. Audio visuals on sex-role stereotyping located.

Activity	Completion Date	Comment
Insurance coverage	1-18-77	Blanket policy purchased for EBCE students.
Implementation of first year program	1-18-77	
Organization of Community Advisory Committee	1-20-77	Members selected; meetings subsequently ongoing.
Proposal for establishing a District Model for Individualized Instruction	3-24-77	Proposal sent to Ms. Doris Clanton, Director, Instructional Services.
Parent Involvement	5-15-77	Meeting for parents of EBCE students.
Job Placement	5-77	Initiated plan for some job placement.
First Year Implementation Completed	5-77	
Selection and scheduling of 72 students for second year program	5-77	50 students enrolled in exploration and five (5) in summer specializations. Additional students will be enrolled in second semester.
Legalities	5-77	Waivers and insurance plans cross-checked by District attorney.
Cooperation with State level persons	ongoing	Close contact with Ellen Tollison, State Career Education Consultant.

Management Document
of
Activities and Accomplishments
1977-78

Activity	Projected Date of Completion	Comment
Identification of Effective strategies and development of necessary program modifications	6-3-77	Effective strategies identified; modifications implemented in second year program by 9-77.
Staff Inservice	7-77	Training for ARC staff; additional training for guidance person (See Dissemination Appendix)
Staff Changes	8-15-77	Guidance counselor appointed full time; two fulltime ARC teachers under contract
Second year Program implementation with 72 students	8-77	50 students enrolled in exploration; five (5) specializations. Five (5) students enrolled in summertime specializations. Additional students will enter in January semester.
Expansion of physical facilities	8-15-77	Additional furnishings installed; carpet on order; additional office space obtained.
Inservice	ongoing	Future workshops on career guidance, and sex stereotyping, and EBCE procedures in planning stages (see Dissemination Schedule).
Community development: Identification, recruitment, and training of employer-teachers	9-1-77	Eleven clusters completed for present participants; fifteen to be developed by 6-78. Additional models located in non-traditional sex roles (see Product samples).
Attendance at HEW Part D Conference, Atlanta	9-7-77	Two staff members and two District member attended.
Development of Guidance Component	9-1-77	Product completed for use in infusion and student recruitment (see Product samples).
Development of Academic Component	9-1-77	Materials received and catalogued; criteria referenced activities product in process. (See product samples for first draft, English product) Math first draft due 6-78.

Activity	Projected Date of Completion	Comment
Development of Career Resource Library	9-1-77	Ongoing selection and cataloguing process; students required to student cluster materials prior to community work. (See Product samples.)
Insurance	9-1-77	Rider obtained so that students cover themselves by regular school insurance.
Student enrollment	1-78	Additional students to be enrolled in second semester.
Summer school specializations	6-1-78	Added enrollment.
ARC products	6-1-78	Final English draft and first Math draft due.
Development of Additional District Awareness	ongoing	Proposed meeting with Area Superintendents, December, 1977; School Board to follow.
Development of Transference Plan	7-1-78	Feasible plan to be developed and presented to District Administration.

A CASE STUDY
of One EBCE Student

This is a case study of an EBCE student.

We cannot say that this is a typical student, inasmuch as we cannot define "typical." Our EBCE students mirror the parent school student body, with a comparable ratio in terms of male/female, black/white, low-average/superior ability.

We can say that this student, Stephanie Chappell, participated in the EBCE program during its first program year, and is presently participating. We can say that Stephanie has enjoyed program participation. We can say that we have observed her quantum growth in maturity during her months of program participation.

CASE STUDY

Stephanie Chappell was born June 23, 1960 in Greenville, South Carolina. Her home environment was that of many low income families. It was called Fieldcrest Village. Stephanie lived at apartment 7-E Fieldcrest Village. Several of the children in this community were not attending schools of any type because of such reasons as: lack of interest on the part of the parents; lack of proper clothing; expulsion from regular school because of improper behavior and lack of interest on the part of the children. I became familiar with this community in 1965. Some of the people were very hostile. It appeared that some parents were instilling negative attitudes in their children.

In 1966, Mr. Lawrence Chappell and Mrs. Dorothy Chappell, her parents, enrolled Stephanie in Nicholtown Elementary School, in first grade. Stephanie was active and cooperative with her teachers during the year and made average progress in most of her work.

The second year at Nicholtown Elementary, Mrs. Essie Franklin, second grade teacher, felt that Stephanie was well adjusted socially and academically. Mrs. Jessie Edwards felt that Stephanie practiced good work and study habits. Mrs. Catherine Smith indicated a weakness in math during Stephanie's fourth year.

In 1970, a most overwhelming event took place in Stephanie's life. Greenville began integrating its public schools. She attended Sara Collins Elementary School and Miss Dorthea Brown recognized that Stephanie was a bit shy, and felt that she was afraid to express herself, even when she knew the correct answers.

In 1971, Stephanie attended Northwood Middle School. This was the year her father died. Mrs. Nelle McWilliams stated that during this year, Stephanie's attitude was, at times, rather disturbing.

According to Stephanie's homeroom teacher in seventh grade, Mrs. Penneger, she did not always cooperate and would try to get by with doing wrong, if not caught, and was working on the fifth grade level (1972-73).

Stephanie began getting suspended from school for such reasons as fighting, failure to report to the office, and being rude to her teacher. In 1974-75, Stephanie entered J. L. Mann High School -- ninth grade. According to her ninth grade homeroom teacher, Mr. Kendall, Stephanie merely conformed, was negative and unreliable. She took remedial classes and earned six units with a C+ average. During the 1974-75 school term, Stephanie showed much hostility. She participated in a federally funded drop-out prevention program known as COGS (Constructive Opportunities to Gain Success). The director of this program worked closely with Stephanie, trying to strengthen her weak areas and improve her self concept. At some point during the year, Stephanie began developing trust in the director. She began depending on the director to help her with many problems, such as personal, social and educational. However, Stephanie was unable to relate to others who attempted to help her. She defied authority and rebelled frequently. Because of the academic progress in the remedial classes, Stephanie was placed in regular classes for the 1975-76 school term.

The first quarter of Stephanie's sophomore year was successful (B average). She continued to be somewhat hostile, showed little motivation, and continued to be unreliable.

Later in the year as extracurricular activities were formed, Stephanie joined the SAE club (Student Action for Education) and was elected secretary for the SAE club by her peers. Stephanie was happy and excited that her peers showed confidence in her ability to serve as their secretary. Stephanie became more involved with her academic work as well as extracurricular activities. Seemingly, she was becoming pleased with herself and was certainly smiling more often. The sight of Stephanie communicating with someone (anyone) is a heartfelt experience in comparison with her behavior several years ago.

Interview with Stephanie. . .
September 30, 1977

Stephanie talked about her family. She said that Vickie, an older sister was like a "real mother" to her. She admired Vickie's independence. Another very exciting person in her family is an 8-year-old brother, Joseph. Joseph likes school and is in third grade, spoiled by the family, and is the youngest member of the family. He loves peanut butter and jelly, sports, other children, and loves to climb trees.

Charles, the "happy go lucky" brother, appears not to take life seriously. However, Lawrence, the married brother with one child, seems to be more settled.

Stephanie said that her younger sister, Elizabeth, is immature and dislikes school, but wants to be an airline stewardess or a cosmetologist.

Stephanie feels that she has a close relationship with her mother, and said that she was a working mother and expected her children to work. Stephanie said that her mother is too soft hearted and is not firm enough.

Stephanie remembers her father's firmness with the children. She also had a close relationship with him. It appears that she has not completely accepted his death.

Stephanie wants to be a social worker. She is now planning for her future. Last school term, Stephanie participated in our Experience-Based Career Education program. She explored many sites in the Health Careers Cluster and the Small Business Cluster. This quarter sne is exploring sites in the Social Services Cluster. Second quarter, Stephanie plans to do a Specialization in the Social Services Cluster or in Health Careers. One outgrowth of Stephanie's participation in EBCE was that she, along with three other EBCE students, obtained a summer job at Memorial Hospital after the Health Careers Exploration. Stephanie's responsibility was to push the wheel chairs for rehabilitative patients who needed to go to treatment. She was forced to interact with patients who needed companionship. She described this experience as "fantastic."

Stephanie beams with anticipation as she talks about her guture plans. She seems to be at ease with herself and others, a new experience for her. Since it has always been extremely difficult for her to communicate and interact with others, we feel that Stephanie's summer job was the contributing factor in helping her to overcome the difficulty she was experiencing in communicating and interacting with others.

Date Due: December 10, 1977 Field of Study: Vocational Elective
Unit of Credit: ½; Grade: ______

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School

Name of Student: Tommy Airline Advisor: Cooper

Title of CPU: Career Specialization: Meat Cutting

Cooperating Community-Teacher: Mr. David Couch, Meat Department Mgr.,
Ingles Store, Terrace Shopping Center
Phone: 277-9741

Overall regulations: Student will spend a total of 80 hours study at Ingles and submit written evaluation to EBCE staff. Contract will be monitored by EBCE staff. Failure to comply with contract will result in an "F".

Objectives: Student will be able to . . .

1. Describe the career of meat cutting . . .
   a. tasks and responsibilities
   b. meat cutting in relation to other jobs in food service
   c. qualifications for entry
   d. working conditions, rewards, and benefits
   e. organizations joined
   f. type of lifestyle of meat cutter
   g. in relation to his own aptitudes and interests
2. List vocabulary specifically used in meat cutting.
3. Describe in detail one meat cutting process.
4. Demonstrate good working habits on the job.

Evaluation:

1. Informal paper describing this career.
2. List of vocabulary with definitions.
3. Formal paper describing one meat cutting process.
4. Subjective written evaluation by community-teacher.

Signed by:

Student: ______________________

Community-Teacher: ______________________

EBCE Staff: ______________________

School Principal: ______________________

September 12, 1977

Due Date: May 1, 1978

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School

Name of student: Kim Bertolini Advisor: Baldwin

Title of CPU: Sociology

Cooperating Community-Teacher: Shirley Campbell, Director of Alternative Learning Center, J. L. Mann High School

Overall regulations: Student will allot a minimum of 80 hours time to be spent in Alternative Learning Center. Contract will be monitored by EBCE staff.

Measurable objectives: Student will be able to . . .

1. Describe the career of the school professional who works with students with deep-seated problems.
   a. roles and functions
   b. relation to other careers
   c. qualifications for entry
   d. working conditions, rewards, and benefits
   e. required professional affiliations
   f. effect of this career on one's lifestyle
   g. perception of this career in relation to herself
2. Discuss educational questions such as. . .
   a. What kinds of situations affect student learning?
   b. How can the school help the turned off kid?
   c. Do some students learn better from some methods of teaching than others?

Evaluation:

1. Informal paper describing Ms. Campbell's career in ARC.
2. Formal paper discussing how family background affects student learning, with discussion of procedures a school can employ to help students with problem backgrounds. Paper will be based on observation, three in-depth interviews with ARC students, and outside reading. Paper will be documented. Mrs. Mathis and Ms. Smalls will assist student upon request.
3. Subjective evaluation by Mrs. Campbell.

Student: __________

Community Sponsor: __________

EBCE Staff: __________

School Principal: __________

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School
Summer School 1977

Name of student: Kristi Cox Advisor: Mr. Ground

Title of CPU: Career Exploration: Social Work
Cooperating Community - teacher: Jack Mahaffey, Counselor, Family Counseling
300 Building

Overall regulations: Student will allot a minimum of 60 hours for study in the community plus personal study and group counseling with EBCE staff for a total of 80 hours. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to . . .

1. Describe the roles and functions of a social worker.

2. Describe the roles and functions of social agencies in Greenville and their interrelationships and various methods of funding.

3. Cite the professional qualifications necessary for social work and the routes for entry.

4. Describe the working conditions, rewards, and benefits.

5. Describe the current and projected demands.

6. Describe the professional affiliations that are desirable or necessary.

7. Describe the effect of this career on one's lifestyle.

8. Evaluate this career in relation to herself.

9. Demonstrate skills in listening, observing, speaking, writing, and innovating communication.

10. Demonstrate skill in problem solving including defining a problem, identifying sources of information about same, gathering data, organizing data, and evaluating proposed solutions.

11. Define the following terms as they apply to social work:
    institution, social groups, status,
    socialization, culture, ethnic group,
    objectivity/subjectivity, perception,
    quantitative analysis, motivation,
    cause and effect, attitudes, values, roles, and needs.

12. Demonstrate poise in working with adults and individuals from a wide variety of backgrounds.

13. Demonstrate initiative in fulfilling routine office responsibilities.

Techniques of Evaluation:

1. Paper by student evaluating school work as a career (objectives 1-8).
2. Paper by student investigating one social problem she has observed (objectives 9-11).
3. List of terms defined.
4. Daily log of hours spent by student.
5. Subjective written evaluation by community - teacher and EBCE staff.

Signed by:

Student: Kristi Cox

Community Sponsor: Jack Mahaffe

EBCE Staff:

School Principal:

[illegible]
Grade: A
Sept 10, 1977

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School
Summer School 1977

Name of student: Elaine Elliot 288-5511 Advisor: Davis

Title of CPU: Career Exploration: Art
Cooperating community-teacher: Joe Loberg and Marie Tanner, Coordinators of Environmental Sculpture Project for Greenville Recreational Department

Overall regulations: Student will allot a minimum of 60 hours for study in the community plus personal study and group counseling with EBCE staff for a total of 80 hours. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to . . .

1. Describe the roles and functions of artists working in recreational area.
2. Describe their careers in relation to other careers in recreation.
3. Cite qualifications for entry.
4. Describe working conditions, rewards, and benefits.
5. List professional affiliations.
6. Describe effects of this career on one's lifestyle.
7. Evaluate this career in relation to herself.
8. Demonstrate skill in communicating goals of project to potential community sponsors and soliciting their support.
9. Scheduling, supervising, and motivating young people in a creative undertaking.
10. Define a creative art project, transfer design ideas to visual form, identify resources for its completion, gather resources, develop project, and evaluate outcome.

Evaluation:

1. Paper by student describing career research.
2. Step-by-step, written and graphic documentation prepared by student of the development of a public art project. This will include a series of photographs demonstrating progression of a design idea.

3. Impressionistic water color sketches by student to be used to elicit community understanding.

4. Daily log.

5. Subjective evaluation by sponsor.

Signed by:

Student: ______________________________

Community Sponsor : ______________________________

EBCE Staff: ______________________________

School Principal: ______________________________

Date Due: December 15, 1977

Field of Study: Vocational Elective
Unit of Credit: ½; Grade_________

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School

Name of Student: Lisa Ervin Advisor: Mrs. Mathis

Title of CPU: Career Specialization: Department Store Buyer

Cooperating Community-Teacher: Mr. Ben Copeland, Branch Manager
Hales Jewelry, McAlister Square
Phone: 233-4176

Overall regulations: Student will spend a total of 80 hours study at Hales and submit written evaluation to EBCE staff. Contract will be monitored by EBCE staff. Failure to comply with contract will result in an "F".

Objectives: Student will be able to . . .

1. Describe the career of Department Store Buyer/Jewelry. . .
   - a. tasks and responsibilities
   - b. buying in relation to other retail careers
   - c. qualifications for entry
   - d. working conditions, rewards, and benefits
   - e. affiliations
   - f. lifestyle
   - g. relative to her own aptitudes and interests
2. List vernacular of trade.
3. Describe one trade problem with possible solutions.
4. Demonstrate good working habits on the job.

Evaluation:

1. Informal paper describing this career.
2. List of vocabulary and definitions.
3. Formal, documented, problem-solving paper.
4. Subjective written evaluation by community-teacher.

Signed by:

Student: ____________________

Community-Teacher: ____________________

EBCE Staff: ____________________

School Principal: ____________________

August 1, 1977

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School

Name of student: Marie Hatcher Advisor: Dawsey

Title of CPU: Teaching of Mathematics

Cooperating Community Teacher: Borenstein

Overall Regulations: Student will allot a minimum of 80 hours study for this unit including one hour per week group counseling with EBCE staff. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to...

1. Describe the career of math teacher:
    a. roles and functions
    b. teaching as compared with other careers
    c. qualifications for entry
    d. working conditions, rewards, benefits
    e. professional affiliations required
    f. effect of teaching career on one's lifestyle
    g. perception of this career in relation to self

2. Cooperatively develops 18 weekly lesson plans to teach basic mathematics skills.

    a. choosing topics
    b. choosing activities
    c. choosing assignments

3. Keep student records of attendance and grades.
4. Assist in evaluating student progress.
5. Demonstrate professional poise on the job.

Evaluation:

1. Journal of lesson plan and work sheets.
2. Grade book record of attendance and daily test grades.
3. List of recommended daily grades for students supervised.
4. Subjective evaluation written by teacher.

Student: ________________

Community Sponsor: ________________

EBCE Staff: ________________

School Principal: ________________

Date Due: December 15, 1977

Field of Study: Vocational Elective
Unit of Credit: ½; Grade: ______

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School

Name of Student: Lyle Hudson Advisor: B. Davis

Title of CPU: Career Specialization: Specialty Shop/Manager

Cooperating Community-Teacher: Mr. Ben Copeland, Branch Manager
Hales Jewelry, MaAlister Square
Phone: 233-4176

Overall regulations: Student will spend a total of 80 hours stud at Hales and submit written evaluation to EBCE staff. Contract will be moniotred by EBCE staff. Failure to comply with contract will result in an "F".

Objectives: Student will be able to . . .

1. Describe the career of Specialty Shop Manager. . .
    a. tasks and responsibilities
    b. managing in relation to other retail careers
    c. qualifications for entry
    d. working conditions, rewards, and benefits
    e. affiliations
    f. lifestyle
    g. relative to his own aptitudes and interests
2. List vernacular of trade.
3. Describe one trade problem with possible solutions.
4. Demonstrate good working habits on the job.

Evaluation:

1. Informal paper describing this career.
2. List of vocabulary and definitions.
3. Formal, documented, problem-solving paper.
4. Subjective written evaluation by community-teacher.

Signed by:

Student: ______________________

Community-Teacher: ______________________

EBCE Staff: ______________________

School Principal: ______________________

August 1, 1977

½ Unit Elective Credit/
Business
Grade A
Sept. 1, 1977

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School
Summer School 1977

Name of student: Elizabeth Kelly Advisor: Dawsey

Title of CPU: Career Exploration: Accounting

Cooperating Community Teacher: Mrs. Hazel Berry, Theodore's Accounting Service, Pine Knoll Drive

Overall regulations: Student will allot a minimum of 60 hours study for this unit plus one hour per week group counseling with EBCE staff. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to . . .

1. Describe the career of accounting:
    a. roles and functions
    b. accounting in relation to other careers
    c. qualifications for entry
    d. working conditions, reqards, and benefits
    e. required professional affiliations
    f. effect of this career on one's lifestyle
    g. perception of this career in relation to herself
2. Define the problems of setting up an efficient money management system for the small business client who has inadequate methods of solutions.
3. List and define twenty terms in the vernacular of accounting.
4. Demonstrate professional poise on the job.

Evaluation:

1. Informal paper describing this career.
2. Formal research paper answering objective #2.
3. List of terminology and definitions.
4. Subjective written evaluation by community teacher.

Student did an outstanding job.

Signed by:

Student: ______________________

Community Sponsor: ______________________

EBCE Staff: ______________________

School Principal: ______________________

½ Unit Home Economics/
Early Childhood Education
Grade for Elective credit - B
Sept [illegible], 1977

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School
Summer School 1977

Name of student: Peggy Jaasma Advisor Rose

Title of CPU: Early Childhood Education

Cooperating Community Teacher: Ms. Jan Warwick, Recreation Department.,
City of Greenville

Overall regulations: Student will allot a minimum of 80 hours study for this unit including one hour per week group counseling with EBCE staff. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to...

1. Describe the career of early childhood education.
    a. roles and functions
    b. early childhood education in relation to other careers
    c. qualifications for entry
    d. working conditions, rewards, and benefits
    e. required professional affiliations
    f. effect of this career on one's lifestyle
    g. perception of this career in relation to herself
2. Develop and carry out six lesson plans for group playground activities.
3. List and define any vernacular of the career area.
4. Demonstrate professional poise on the job.

Evaluation:

1. Informal daily journals describing this career area.
2. Six written lesson plans to include to include rationale based on anticipated group make up, measurable learning objectives, and a criteria-referenced written evaluation of the outcome.
3. List of terminology and definitions.
4. Subjective written evaluation by community teacher.

Signed by:

Student: Peggy Jaasma

Community Sponsor: Jan Warwick

EBCE Staff: Badenoch

School Principal:

Art
Grade A
Sept. 1, 1977

CPU Contract
(Cooperatively Planned Unit)
J. L. Mann High School
Summer School 1977

Name of Student: Theresa Mitchell Advisor: Ragland

Title of CPU: Career Exploration: Interior Decorating

Cooperating Community Teacher : Joan Gaulden, Joan Gaulden Interiors
904 Wembley Road 238-5889

Overall regulations: Student will allot a minimum of 60 hours study for this unit plus one hour per week group counseling with EBCE staff. Contract will be monitored by EBCE staff. One-half unit of credit will be awarded.

Objectives: Student will be able to . . .

1. Describe the career of Interior Decorating
   a. roles and functions
   b. Interior Decorating in relation to other careers
   c. qualifications for entry
   d. working conditions, rewards, benefits
   e. required professional affiliations
   f. effect of this career on one's lifestyle
   g. perception of this career in relation to herself

2. Define the problems of designing the interior of two rooms to suit the needs of a hypothetical client. Mrs. Gaulden will provide client description, room specifications, and budget limitations. Student will provide solution including suggested color and fabrics, furniture, description of accessories, and rationale.

3. Use vernacular of this trade.

4. Demonstrate professional poise.

Evaluation:

1. Informal paper describing this career.
2. Formal research paper with visuals answering objective # 2 together with demonstration "sale" to hypothetical customer.
3. List of twenty terms and their definitions for this career.
4. Subjective written evaluation by community teacher.

Signed by:

Student: Theresa Mitchell
Community Sponsor:
EBCE Staff:
School Principal:

Student fulfilled all responsibilities
of the evaluation in an effective manner.

Student Name ______________________________ Advisor __________________

Experience-Based Career Education (EBCE)

I have discussed the EBCE program with ______________________________.
I understand that some of the learning activities in EBCE take place off the school campus. I agree with the program objectives and I give ______________ ______________ permission to leave campus during school hours for these activities.

____________________ has/does not have my permission to provide his/her own transportation for these activities.

____________________ has/does not have my permission to provide personal transportation to other students for these activities.

____________________ has/does not have my permission to ride in the car of another student for these activities. (Please indicate your preference by circling the desired choice in each of the above three items.)

I prefer to have ______________________________ use the school bus transportation provided by the program.

I agree to complete an interview-type questionnaire at the end of the semester, and I hereby give permission for all data collected to be used in evaluation and dissemination (student name deleted).

I agree to take out school insurance for ____________________________ and I will not hold the school responsible for any injury incurred during program participation.

Thereby I grant permission for ____________________ to participate fully in the EBCE program.

Date______________________________ Signed ______________________________
Parent or Guardian

Two teacher references:

1. ______________________________

2. ______________________________

Name of Student ______________________

Starting Date of Learning Contract ______________________

Completion Date ______________________

COOPERATIVELY PLANNED UNIT (CPU) PARENT/GUARDIAN PERMISSION FOR ENROLLMENT

Title of Specialization ____

Learning Coordinator ______________________ Advisor ______________________

The above named student has designed a CPU in conjunction with ______________

and LC, to be monitored by EBCE Staff. We feel that the objectives are worthwhile

in terms of ______________________ goals and that the planned evaluation

should provide an excellent measure of learning progress.

Since this unit is totally individualized and takes place off campus, we want you to have a thorough understanding of the plan, and we wish your approval. We attach a copy of the Learning Contract.

____
Signed: EBCE Monitor

- -

Date ______________________

Memo To: EBCE Monitor

My son/daughter has my permission to participate in the CPU referred to above. I understand that most of the learning activities will take place off campus, not under the direct supervision of school personnel.

______________________ is to be dismissed early from school in order to participate and will provide his/her own transportation. I will not hold the school responsible for any injury occurring after such early dismissal.

Comments:

____
Signed: Parent or Guardian

PARENT PERMISSION FOR EVALUATION

J. L. Mann High School
August, 1977

To Parents of ______________________________

In order to properly evaluate the progress of our Experience-Based Career Education Project, we must test a control group. Students in the control group agree to take standardized tests in September, 1977 and once again in either January or May, 1978 just as EBCE students do. In this way, we have a valid comparison between project students and students in other school programs.

Students who agree to participate in the testing will be guaranteed anonymity even though their test results will be included in our evaluation. To assure anonymity, each student will use a test number designated by the evaluator rather than his personal name.

We hope through the testing to demonstrate that Experience-Based Career Education is making a valuable contribution to Mann's Curriculum. We very much appreciate the fact that ______________________ has agreed to help us, and will appreciate your authorizing participation.

Best regards,

Alice Badenoch

PARENT PERMISSION

I have discussed the Experience-Based Career Education Testing Program with

________________________________ and agree to participation with the understanding that his records will be an anonymous contribution to the program.

Signed ______________________________

(Student over age 18 may legally sign.)

July 22, 1977

Mr. R.G. Gordon, Project Director
Experience-Based Career Education Project
J.L. Mann High School
School District of Greenville County
61 Isbell Lane
Greenville, SC 29607

Dear Mr. Gordon:

Recently a copy of the Second Quarter Evaluation Progress Report of Experience-Based Career Education crossed my desk. Our State Career Education Consultant briefs me periodically on your progress, which appears steady and sound.

Scanning the highlights of the report, I was particularly impressed with the comprehensiveness of the project. You appear to be maintaining flexibility while simultaneously providing sufficient structure (in order to avoid disunity of purpose).

I commend you, Mrs. Badenoch, Mr. Kendall, and staff on your work and look forward to witnessing expansion of the project. Thank you for keeping us informed.

Sincerely,

L. L. Lewis, Director
Office of Vocational Education

ds

MEMORANDUM

To: Ron Goodwin
From: Alice Badenoch, EBCE Coordinator
Date: September 16, 1977
Re: Use of Mini-Buses for Exeprience-Based Career Education (EBCE)

The HEW Program Manager for EBCE, Ms. Ellen Lyles, and the Program Evaluator, Dr. Louis Bashaw, have recommended use of mini-buses for transporting EBCE students. I concur with their recommendation, as does Mr. Hugh Chastain, District Consultant in Career Education.

We hope that if we provide you with a clear understanding of our program needs and the trend we foresee toward Experience-Based Career Education, you will convey these needs to the proper individuals at State level and request a policy change relative to the use of mini-buses.

We presently have approximately 60 students enrolled in that portion of the EBCE program which provides transportation. We believe that an optimum enrollment for a school this size would be 80.

Each student spends two (2) mornings per week at community business places, leaving school at 8:30 a.m. and returning by 12:30. The scheduling varies from day to day; it must remain very flexible since we are dependent on community resources for teaching purposes, and these individuals have other responsibilities.

On most days we need to use two buses because businesses in Greenville are so spread out that the route for one bus is too long. This means that a standard sized bus leaves with his bus far from filled, that, in fact, a mini-bus would comfortably accommodate our students.

Moreover, since the destinations are places of business, the bus must often travel on congested city streets with a complicated plan for drop off and pick ups that could be simplified by the use of smaller buses.

As coordinator of EBCE I have, during the past year, been involved in numerous national conferences relating to school/community education. Well over one-half of the states are funded for EBCE programs with more being added.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

From what I have observed, it would appear that from the federal level, monies for school/community programs will continue. It would appear that both the Office of Education and the Labor Department perceive school/community programs as a significant answer to today's problems of teenage unemployability.

The state of South Carolina is presently in the process of developing a state plan for Career Education which, I believe will contain an experience-based component. Both Senator Harry Chapman and Representative Nick Theodore of the respective state education committee have expressed interest in Mann's EBCE program.

I am suggesting, thus, that if J. L. Mann High School's EBCE program is a harbinger of future educational trends, then a more expedient means of transporting students needs to be considered, and that those of us directly involved in Mann's program feel that a direct assignment of mini-buses to the school with an EBCE program is the best solution.

We appreciate the assistance you have provided our program thus far, and we trust that you will convey the information to the proper individuals.

Thanks very much.

cc Tollison
Chastain
Stubbs

Staff Resumes

Personnel

I. Program Coordinator: Alice C. Badenoch

1976-77: EBCE Coordinator, J. L. Mann High School

1974-76: Author and teacher-coordinator of J. L. Mann High School Project COGS (Constructive Options to Gain Success), Title IV, a successful ninth grade dropout prevention program structured on Career Education; resource person for Alternative Learning Centers (ESAA); member District Steering Committee for Career Education and District Seed Team to develop methods of infusing Career Education into existing curriculum; member Community Advisory Committee for Tutorial and Enrichment recipient of first prize award for article "The Work Ethic: Do We Need It?", presented by Future Studies Department, University of South Carolina; author of curriculum for experiential education (CPU) J. L. Mann High School; active in speaking engagements for dissemination and exportation of District curriculum.

1968-74: Teacher English/Social Studies J. L. Mann and J. E. Beck High Schools in District; author of curriculum integrating American literature and history in team taught, thematic approach; member original Board of Directors Greenville Urban League; 1972 participant, two week Interpersonal Relationships workshop sponsored by National Science Foundation at State University of New York, during which time co-authored article "Using Community as School." Field tested black/white materials for University of South Carolina.

1963-68: Teacher English, high school level, Evansville, Indiana. Experience prior to teaching in private industry in area of personnel.

1976: Received Human Relations award from the S.C.E.A. and from the G.C.E.A.

II. Community Resource Coordinator: Bill Kendall

1976-77: EBCE Community Resource Coordinator, J. L. Mann High School

1972-76: Social Studies teacher/athletic coach, J. L. Mann High School. 1973 to present; licensed agent for Integon General Insurance Agency, specializing in individual corporate tax shelter 1976 licensed with SEC to market mutual funds; 1973 six hours graduate study, Clemson University.

1968-72: Bob Jones University, B. S. degree major in secondary education, minors in history and social studies.

1967-68: University of Michigan

III. ARC English teacher: Martha M. Mathis

1976-77: English teacher, Anderson, South Carolina.

January 1975-76: English teacher, Mauldin High School, Greenville; elected teacher of the year 1963-75; English teacher (self contained and team) Newberry, South Carolina; Star teacher 1972; yearbook sponsor; University Women's Club; 1975 Master's degree, University of South Carolina; Sunday school teacher; scout leader; sponsor for Civinettes.

1962-63: English and government teacher, Prosperity, South Carolina; 1962, A.B. English, Newberry College.

1945-51: various secretarial positions; 1945 Associate Degree Secretarial Science, Mars Hill College.

IV. ARC Mathematics teacher: Carolyn B. Bishop

1973-77: Mathematics teacher, Parker High School, Greenville; advisor for student government; chaperone for United Nations seminar in New York; chaperone for bicentennial tour of east coast; advisor for junior high youth and director of summer youth activities, St. Matthew Methodist Church.

1972-73: Kindergarten teacher, Westminister Presbyterian Kindergarten, Greenville.

1970-72: Mathematics teacher, Eastside High School, Greenville.

1970: Trainee programmer, N.C.R., Greenville.

1967: B.A. degree, Winthrop College

V. Guidance Counselor: Helen G. Smalls

1976-77: EBCE Counselor, J. L. Mann High School.

1972-76: Guidance Counselor, J. L. Mann High School; participated in numerous workshops in group counseling, drug education, vocational guidance, "schools without failure". Six (6) hours graduate credit LaVerne College; three (3) hours graduate credit South Carolina State College.

1970-72: Business Education teacher, J. L. Mann High School.

1970: M.Ed., South Carolina State College, Advanced Guidance Certificate.

1965-70: Business Education teacher, J. E. Beck High School, Greenville.

1963: B.S. in Business Education, South Carolina State College.

VI. Secretary: Joan E. Yarbrough

1976-77: EBCE secretary, J. L. Mann High School.

1976: B.A. Degree in English, Stillman College.
Held many part time and/or summer jobs to pay for education.

VII. Paraprofessional (full time): Texas F. Baker

1976-77: Parttime EBCE paraprofessional, J. L. Mann High School

1970-76· paraprofessional for library, J. L. Mann High School; Board member, Retarded Childrens Association; President Band Boosters Club; scout leader; Sunday school teacher.

1939: Associate degree Draughan's Business College, San Antonio, Texas; employed in bookkeeping and secretarial positions for intervals between 1939 and 1970.

VIII. Outside Evaluator: Dr. Louis Bashaw, Department of Educational Psychology, College of Education, University of Georgia, Athens, Georgia.

1. Education: Ph.D. - Florida State University, 1963

2. Positions Held:

1959-62	Research Assistant, Florida State University, basic research on problems of educational measurement.
1962-63	Research Associate, Florida Board of Regents, research on problems of higher education.
1963-65	Assistant Professor, Florida State University, graduate instruction and research on problems of educational measurement and statistical methodology.
1965-67	Assistant Professor, Educational Psychology, University of Georgia.
1970-Present	Full Professor, Educational Psychology, University of Georgia.

3. Memberships and offices:

a. American Association for the Advancement of Science
b. American Educational Research Association
c. American Psychological Association
d. Florida Education Association
e. Florida Educational Research Association (Publications Committee Chairman, Editor-in-Shief, Florida Journal of Educational Research and Editor, FERA Newsletter, 1963-1965)
f. Kappa Delta Pi
g. National Council on Measurements in Education (Editorial Board, Journal of Educational Measurement)
h. Phi Delta Kappa

i. Psychometric Society
j. Southeastern Psychological Association
k. Southeastern Society for Multivariate Experimental Psychology (President, 1968-69)

4. Teaching Experience:

Undergraduate - Educational Measurement

Graduate - Educational Measurement
Measurement Theory
Educational Statistics
Research Design in Education
Data Processing (Intern Directing)
Educational Evaluation

5. Research Areas - Measurement theory, statistical techniques evaluation techniques

6. Consultant Activities:

1966-68	Research consultant to Regional Curriculum Project, a Title V Project concerned with the leadership of state departments of education in the Southeast.
1968	Instructor in the Southeastern States Title III Seminar for Officials of Southeastern States Departments of Education.
1968	Instructor in the Second Florida Instructional Seminar on Evaluation.
1968-69	Research consultant to the Supplementary Educational Center (a cooperative Title III project for the Atlanta metropolitan area).
1968-71	General Consultant to the U. S. Office of Education for Project Follow Through. Responsible for monitoring the Follow Through program in McCormick, South Carolina, in 1968-1969. Responsible for monitoring Follow Through projects in Smithville, Tennessee and for the Eastern Band of Cherokee Indians in Cherokee, North Carolina during 1969-1970.
1969-72	Evaluation consultant to the Atlanta Public School System.
1969-70	Evaluation consultant to Macon County, Alabama, public schools.
1970-71	Evaluation consultant to Atlanta Model Cities.
1974-	Consultant to the Pioneer Cooperative Educational Service Agency, Cleveland, Georgia.

MEMORANDUM

To: Alice Badenoch, EBCE Coordinator
From: Bill Kendall, EBCE Community Resource Coordinator
Date: September 15, 1977
Re: Community Development

At the opening of the 1977-78 school year, site development was ahead of the proposed timeline, with eleven clusters developed and several specializations.

To better meet individual student needs, a Career Selection Catalogue was added to the Community Development product for each of the clusters currently in use. Averaging fifteen pages, these catalogues describe each of the sites offered in a cluster. Individual jobs are discussed, matched with abilities and aptitudes needed. After choosing a cluster, the student reviews the appropriate Career Selection Catalogue to determine sites and jobs he/she wishes to explore.

Student reading requirements and cluster tests were added to orientation in response to community input that sites could more readily maximize learning opportunities if student came prepared with more career awareness and specific career vocabulary. Reading material was collated and grouped by clusters. Required reading lists were developed. Cluster tests, which the student must pass with minimum proficiency, were prepared from the reading.

In the eleven clusters available, approximately 57 sites are developed with perhaps 228 career choices.

The School District of Greenville County
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Participating Businesses and Organizations

Business Administration:

1. General Electric Company
2. American Monorail
3. Phillips Fiber
4. City Government
5. County Government
6. School District of Greenville County

Clerical and Computer:

1. Liberty Life Insurance Company
2. General Electric Company
3. Appalachian Council of Governments
4. Metropolitan Life Computer Center
5. South Carolina National Bank
6. School District of Greenville County

Communications:

1. Addressograph Multigraph Incorporated
2. Greenville News Piedmont
3. Keys Printing Company
4. Leslie Advertising Agency
5. Appalachian Council of Governments
6. WFBC-TV
7. WFBC-Radio
8. WESC-Radio

Government Services:

1. City of Greenville
   a. Central Services
   b. Community Development
   c. Fire Department
   d. Public Services Department
2. County of Greenville
   a. Development
   b. Tax Assessor
   c. Purchasing
3. Appalachian Council of Governments

Participating Businesses contd.

Health Careers:

1. Greenville Hospital System
2. Greenville County Health Department
3. Arnold Opticians
4. Dr. Howell, DVA
5. Dr. Wells, Orthodontist
6. Dr. Jervey, Ophthalmologist
7. Dr. Chandler, Pediatrician

Law and Justice:

1. Circuit Solicitor's Office
2. City of Greenville Police Department
3. Greenville County Courts
4. Sheriff's Department
5. Police Service Bureau
6. Public Defender's Office
7. Givens Youth Correctional Center

Manufacturing and Engineering:

1. Woven Electronics
2. Marshall & Williams Company
3. U. S. Packaging Company
4. Greenville News-Piedmont/Production
5. Addressograph-Multigraph
6. Phillips Fiber Company
7. Loom Products Corporation
8. General Electric Company
9. Union Carbide Company
10. Southeastern Kusan, Incorporated

Marketing and Advertising:

1. Henderson Advertising Agency
2. Greenville News-Piedmont, Retail Advertising Department
3. Leslie Advertising Agency
4. WFBC-Radio
5. WFBC-TV
6. WESC-Radio

Money and Banking:

1. Citizens and Southern National Bank
2. Fidelity Federal Savings and Loan Association
3. Shields, Model, and Roland
4. Hornblower & Weeks/Hemphill Noyes
5. U. S. Life Credit Corporation

Participating Businesses contd.

Small Business Management:

1. AAA/World Travel Agency
2. Burger King
3. Midas Muffler Shop
4. Mini Skool, Limited
5. South Pleasantburg Nursery
6. Star-Astro Bowling Center

Social Services:

1. Greenville Urban League (3 job areas)
2. Phillis Wheatley Center
3. Greenville County Health Department
4. Family Counseling Service
5. Community Council

Additional Sites Used in Specializations:

1. Legal Services
2. Wyche, Burgess, Freeman, & Parham
3. Mitchell & Joe, Attorneys
4. John Theodore Accounting
5. Joan Gaulden, Interior Decorator
6. City of Greenville/Recreation Department

Total number of clusters: 11

Approximate number of sites: 57

Approximate number of career choices: 228

***Some businesses and organizations serve more than one cluster or open more than one departmental area.**

MAYFAIR MILLS
ARCADIA, S.C. 29320
803 576-2610

August 31, 1977

Mrs. Alice Badenoch
James L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607

Dear Mrs. Badenoch,

The South Carolina Textile Manufacturers Association's Education and Personnel Committee met in late July and the group endorsed your excellent sounding program "Experience-Based Career Education Program". As Chairman of the Committee, I distributed to the members a copy of your brochure describing the program. After discussing the possibilities of the program for companies with plants in the Greenville area, the Committee agreed that this was an endeavor which we wished to become a part of and support you.

Might I suggest that you contact the following individuals who were in attendance at the meeting who are from the Greenville area:

Mr. Goetz B. Eaton, Bigelow-Sanford, Incorporated
P. O. Box 3089, Greenville, South Carolina 29602

Mr. Joseph W. Jelks, J. P. Stevens and Company, Inc.
P. O. Box 2850, Greenville, South Carolina 29602

Mr. Gerald Stroud, United Merchants and Manufacturers
P. O. Box 2148, Greenville, South Carolina 29602

Other individuals in the Greenville area who are members of this Committee but were not in attendance at the meeting were:

Mr. Connor Stewart, Mount Vernon Mills, Incorporated
Daniel Building, Greenville, South Carolina 29602

Mr. Lou Tucci, Dan River Company, Incorporated
P. O. Box 6126, Station B, Greenville, South Carolina
29602

The latter individuals do not have a copy of your brochure, but I feel they would be very interested in your program.

I was most impressed with your program and the concept of having high school students become actively involved in local businesses. Not only does the student gain a better understanding of business and industry and the workings of our Free Enterprise System, but the companies for whom they work also benefit by having young energetic youngsters working for them and possibly developing into future full-time employees. We endorse wholeheartedly the program and trust it will be successful.

If I can be of further help, please let me know.

Sincerely yours,

MAYFAIR MILLS

Frederick B. Dent, Jr.
Vice President

FBD,Jr./bs

MEMORANDUM

To: Hugh Chastain, Career Education Consultant
From: Alice Badenoch, EBCE Coordinator
Date: September 15, 1977
Re: Part D Meeting, Wednesday, September 7, 1977

Dr. Stubbs, Mr. Shirley, Ms. Smalls, and I attended this meeting wherein management and program details were interpreted by Ms. Lyles, Program Officer.

We were advised to place the carry-forward funds in next year's budget by amendment. Ms. Lyles discussed future possibilities of discretionary funds. We met other Part D participants.

The School District of Greenville County
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September 20, 1977

Dr. Louis Bashaw
University of Georgia
P. O. Box 5465
Athens, Georgia 30604

Dear Dr. Bashaw:

This will advise you that individuals and firms contracting with Part D grant recipients are required to keep all records pertaining to their contracts for a period of five (5) years.

Sincerely,

Badenoch

Alice Badenoch
EBCE Coordinator

AB:jey

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

September 20, 1977

Research for Better Schools
Suite 1700
1700 Market Street
Philadelphia, PA 19103
Attn: Pat Henning

Dear Ms. Henning:

This will advise you that individuals and firms contracting with Part D grant recipients are required to keep all records pertaining to their contracts for a period of five (5) years.

Sincerely,

Alice Badenoch
EBCE Coordinator

AB:jey

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

G

MEMORANDUM

To: Alice Badenoch, EBCE Coordinator
From: Helen Smalls, EBCE Guidance
Date: September 15, 1977
Re: Development of Guidance Component

Guidance is integral to the EBCE program. The guidance counselor works to interrelate the three EBCE components so that students are prepared to make wise career choices and are more familiar with the complexities of the world of work.

I have developed or collected a variety of instruments for use with group or individual activities; for example:

1. Goals and objectives for this program.
2. Criteria referenced activities.
3. Procedure for infusion and recruitment which includes involvement in the leadership of criteria referenced activities with J. L. Mann student advisory groups.
4. Procedure for dissemination which includes demonstration of criteria referenced career activities with professional group.
5. Resource materials on careers for individual student use (both written and audio).
6. Resource materials on sex stereotyping for group and individual use.
7. Testing materials including cluster orientation tests, behavioral expectations test, Kuder, GATB (seeking certification), Career Maturity Inventory, and Sequential Tests of Education Progress.

Inservice time during the summer months provided time for collection and development of these materials. The trip to the Part D conference in New Orleans and in Atlanta also enlarged my grasp of the EBCE concept.

During inservice time I visited community sites and developed the Social Services Cluster. This was a fantastic and challenging experience. People in the community were cooperative and enthusiastic about becoming involved in our program.

I feel that by having full time to devote to EBCE, this component will be further strengthened and I am looking forward to future activities with enthusiasm.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: Mrs. Alice Badenoch, EBCE Coordinator
From: Carolyn Bishop, Mathematics Teacher, ARC
Date: September 23, 1977

During the 1977-78 school year, I hope to meet these goals:

1. Create a non-threatening, relaxed but disciplined, classroom environment.
2. Guide students toward establishing realistic personal learning goals.
3. Develop criteria-referenced learning activities so that these goals may be achieved.
4. Develop a comprehensive and varied mathematics library keyed to these activities.
5. Guide students toward perceiving that responsibility goes hand in hand with freedom.

I have concentrated initially on these immediate goals:

1. Establish rapport with students I have taught before.
2. Aid students in establishing and meeting goals for this grading period.
3. Reference activities and materials to criteria designated.
4. Develop management forms and policies.

I feel that I have made a successful transition from teaching in a traditional classroom to teaching in the individualized program. I feel that I have classroom control even though many disparate activities are occurring at the same time. I hope that when students transfer to other classrooms at the end of the semester, the mathematics departemnt will feel our individualized program is well articulated.

By the end of this year, I will have the first draft completed for "Criteria Referenced Activities for Individualized Mathematics". This product will include course objectives, suggested materials, and of course, suggested activities, together with time estimates and evaluations. I also anticipate that the record keeping and management procedures will be refined.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

[illegible] of Oma[illegible] [illegible]surance Company ■ Home Office Dodge at 33rd Street, Omaha, Nebraska 68131 ■ V. J. Skutt, Chairman of the Board ■ J. D. Minton, President

Mutual of Omaha
People you can count on...

June 24, 1977

PERSONAL & CONFIDENTIAL

Frank Chibbaro DO

Attn. Frank Chibbaro

Greenville County
School District
Experience-Based
Career Education Program

Dear Frank:

From the information in Ms. Badenoch's June 17, 1977 letter regarding the above-referenced program, it appears that we can insure the students who participate in it under the schooltime accident plan at no additional cost.

As a matter of fact, we have, in the past, established certain criteria which a program such as this must meet before participating students are covered under our regular student accident plan. These criteria are:

(1) The program must be part of the school curriculum.

(2) School credits must be given to those participating in the program.

(3) Students are not paid for participating in the program.

(4) The program is conducted during regular school hours.

The EBCE program seems to meet all of these criteria except possibly item (4). Ms. Badenoch states in her letter that "occasionally" an employer may request student attendance outside normal school hours. Since this apparently is not common practice we will waive this requirement when an employer participating in the program insists on a student's attendance outside normal school hours.

Affiliated Companies: [illegible] of Omaha ■ Omaha [illegible] ■ Companion Life Insurance Company ■ St. Paul Hospital & Casualty ■ [illegible] ■ [illegible] Omaha Fund Management Company, sponsor of Mutual of Omaha Growth Fund, Inc., Mutual of Omaha [illegible] Mutual of Omaha [illegible] Fund, Inc., and Mutual of Omaha Tax-Free Income Fund, Inc.

Had we been aware of this program prior to filing our policies with the South Carolina Insurance Department we would have included a statement regarding the EBCE program in the insuring provision of the policies. Since we have already received Insurance Department approval of our policies and printing has been initiated on the necessary enrollment materials, I believe this extension of coverage can best be handled on an administrative basis. We do not feel a rider is necessary and this letter should suffice in stating Mutual of Omaha's position regarding this program. That is, we will extend the coverage of our schooltime accident policy to those students participating in the EBCE program.

Our Claims Department will be made aware of this position to avoid any misunderstanding. We have handled similar programs in several other school systems in this manner with no problems.

Frank, one other point which should be noted is that only necessary direct travel from the school to the EBCE "job site" and return, or direct travel to home after dismissal will be covered. This travel is subject to the time limits established by the policy.

Please let me know if you need any further clarification of our position on this, Frank. You will probably want to forward a copy of this letter to Ms. Badenoch.

Larry J. Masur

Larry J. Masur
Associate Director
Student Insurance and
  Custom Coverages

DAFK1

ANTHONY N. FRANCO
AGENT

Mutual of Omaha United of Omaha
PIEDMONT EAST BLDG., SUITE 302
GREENVILLE, S.C. 29607
7 CLIFFSIDE LANE, GREENVILLE, S.C.
OFF. 232-8292, RES. 277-0433

APPENDIX B

Dissemination Schedule
Documentation for Same:

a. WFBC-TV, September 22

b. CETA, June 24

c. Inservice, July 18 - 22

d. Parents' Night, August 30

e. Community Advisory Committee, September 29

f. District Consultation, September 27

g. Update to Mann Staff, September 12

h. Michigan Consultation, June 13

i. Part D Conference, August 15

j. Brochures, August 25

k. North Carolina Consultation, September 29

l. Organization Dissemination, September 15

m. Title IV-C Nomination, October 3

DISSEMINATION PLAN - EBCE

I. Describe Product:

Experience-Based Career Education (EBCE) is designed to help bridge the gap between classroom and community by combining learning activities outside and within the school into a balanced, comprehensive program. The community is analysed as a learning resource, and external student experiences are then carefully planned, supervised, and evaluated. Students continue to study subjective matter normally taught in the classroom, but practical application of academic discipline in the workaday world are integrated into these subject areas.

EBCE at J. L. Mann High School contains three specified components: (1) community learning experiences, (2) academic study, and (3) guidance.

In the Exploration Phase of Mann's EBCE program, students participate in community learning two mornings per week, exploring careers in cluster areas. Students learn through direct experiences with actual job tasks and facts they encounter; they learn from the community's working adults and they learn by doing, assessing a variety of jobs in relation to themselves. As they confront real-life problems, they see a need to learn more academically. They receive academic credit for this component.

In the second component, students participate in their normal academic program during the remaining three days per week, with classes scheduled modularly so that they do not fall behind in work toward credit for a state diploma. Improvement in basic skills is stressed in these classes and community experiences are integrated into curricula as feasible.

Guidance is provided as the third component. During two hours of group guidance weekly, students are encouraged to articulate their experiences in relation to their personal aptitude and values.

Thus the Exploration Phase of EBCE at Mann is balanced and comprehensive. It is designed to meet the full cross section of students, both high school terminal and college bound; for all students will be expected to enter the world of work.

ELCE appears particularly applicable to the student who is ready to challenge "book learning" against the "real world" -- who has only vague notions of what happens outside the classroom, and who would like to learn through direct experiences.

The student who completes the Exploratory Phase may find that he is ready to test a tentative career choice. At this point he may participate in an individually designed Career Specialization to gain more specific information. The Specialization has four criteria: (1) increased academic knowledge, (2) improved basic skills, (3) recognition of career development skills, (4) development of job survival skills. Guidance again is integral.

II. Our Position:

We at J. L. Mann High School are strongly committed to the success of our EBCE program. We are convinced it will prove to be a basic approach toward better motivation, and hence, better preparing our students.

At this early date we have no specific evaluation data to validate the impact of EBCE at Mann. We can, however, observe several trends: That students are enthusiastic about the program is apparent. Regular attendance is an indicator. By the end of this grading period, we will be able to project a significantly higher ADA for our students in contrast to their first semester ADA. Lack of classroom discipline problems is an indicator. There is a carryover of motivation from the community work to the classroom. ARC teachers observe this growth in maturity. Guidance counselor note that students are analysing their experiences in relation to their own aptitudes and values.

Student comments are a further indicator of enthusiasm. Typically, the EBCE student says he/she "looks forward to coming to school." He/she is anxious to share his/her experiences with teachers, peers, and family. He/she is encouraging peers to enroll next year. His/her family is developing sipport for the program.

III. Objectives for Dissemination (see attached).

IV. Activities for Dissemination (see attached).

V. Implementation of Dissemination Activities (see attached).

VI. Determine Impact of Activities.

VII. Review and Revise.

1976-77 Dissemination Schedule

Objectives	Date	Activity
1. Develop community awareness of EBCE program	10-76	Announcement to J. L. Mann Staff
	10-76	Announcement to press and TV
	10-76	Announcement to school community Advisory Committee
	11-76	Explanation to PTA (in-house TV)
	11-76	Explanation to Mann students (in-house TV)
	ongoing	Communication with S. C. State Department
	2-77	Organization Advisory Committee
	3-77	Explanation to new Chamber of Commerce Staff
	3-77	Correspondence with education-oriented State legislators
	3-77	Visitation by Clemson University Staff persons
	3-77	Visit to Furman University Staff
	3-77	Use of EBCE students in recruitment
	4-77	Community Advisory Meeting
	5-77	Newspaper article describing program
	5-77	Cross sharing with Appalachian Council of Governments Career Education Seed Team
	5-77	Speech, Rotary Club
	5-77	Visitation by S. C. State Department accreditation officials
	ongoing	Visitation by interested local people
	8-77	Brochure forwarded to all District Administrators
	9-77	Discussion: WFBC-TV Noon Forum
	9-77	Membership CETA Youth Advisory Planning Committee
	ongoing	Parent newsletters
2. Develop and identify advocates of EBCE concept	1-77	Progress report to District Administrators
	1-77	Progress report to school Community Advisory Committee
	2-77	Involvement of District Consultants in ARC
	ongoing	Communication with Appalachian Council of Governments
	ongoing	Communication with S. C. State Department

Objectives	Date	Activity
	3-77	Community Advisory Meeting
	4-77	Community Advisory Meeting
	5-77	Workshop: Appalachian Council of Governments Career Education Seed Team
	5-77	Progress report to parents of EBCE students
	6-77	Community Advisory Meeting
	7-77	Workshop for District Teachers: "How to Individualize Instruction"
	8-77	Night meeting for EBCE students/parents
	9-77	Community Advisory Meeting
	9-77	Visitation by District Curriculum Personnel
	9-77	Update-letter to Mann Advisors and students
3. Develop products for dissemination	6-77	Slide-sound program description
	8-77	Program brochure
	9-77	Logo: to accompany slogan: "At J. L. Mann High School, Education is Working" (Class project of Greenville Museum of Art)
	9-77	"Career Guidance Objectives and Criteria Referenced Activities for the Classroom Advisor" (developed for infusion preparatory to recruitment)
	9-77	"Student Handbook for Experience-Based Career Activities"
	9-77	"Language Arts Objectives and Criteria-Referenced Activities for the Individualized Classroom" (first draft)
4. Initiate awareness of EBCE concept outside thic community	1-77	Exchange of materials with Bradenton, Florida Consortium
	5-77	Visitation by EBCE Staff of Mobile, Alabama
	6-77	Meeting at Genesee School District, Flint, Michigan with Career Education Staff
	7-77	Exchange of ideas at Research for Better Schools-sponsored conference, in New Orleans
	8-77	Brochure forwarded to School District Administrators on District exchange list
	ongoing	Program description included in various catalogues being collated nationally

Objectives	Date	Activity
	9-77	Visit by EBCE Staff or Highpoint, North Carolina
	9-77	Nomination for project replication in other South Carolina school districts (Title IV-C)

1977-78 Dissemination Objectives

Objectives	Anticipated Date	Activity
1. Develop and sustain interest of program advocates.	10-3-77	Meeting with textile executives
	10-77	J. L. Mann PTSA
	10-77	Workshop conducted by EBCE Guidance (for infusion and recruitment of students): Career Guidance for the Classroom Teacher
	11-77	Meeting with District Area Superintendents
	12-77	Meeting with School Board
	1-78	EBCE student/parent meeting
	weekly	In-house TV broadcasts on careers
	ongoing	Community Advisory meetings
	ongoing	Site development and contact with present participants
2. Deepen community awareness of EBCE concepts	10-3-77	Discussion with textile executives
	10-12-77	Rotary Club Speech
	10-77	Discussion by EBCE students on WFBC-TV "Rap Around"
	10-77	District workshop conducted by EBCE Guidance: Career Guidance for the Classroom Advisor
	11-77	Discussion of WESC radio
	11-77	Workshop for District Guidance Counselors conducted by EBCE Guidance: Changing Sex Stereotypes
	11-77	Workshop co-sponsored with Chamber of Commerce for community business people
	1-78	District Workshop for Classroom Teachers: Changing Sex Stereotypes
	ongoing	News-media publicity
	ongoing	Recruitment of Community persons
	ongoing	Cooperation with Chamber of Commerce
	ongoing	Speeches before service clubs, etc.
3. Initiate awareness outside this community	ongoing	Working relationship with Career Education Consultant, S. C. State Department of Education
	10-77	Nomination for replication in other S. C. School Districts (Title IV-C)

Objectives	Anticipated Date	Activity
	10-77	Member State Advisory Committee for Developing State Plan for Career Education
	ongoing	Contact with Chairmen of Education Committee, S. C. Senate and Legislature
	ongoing	Project available to visitors at all times
	ongoing	Attendance at dissemination conference
4. Develop products for dissemination	6-77	Final draft: English Objectives and Criteria Referenced Activities for Individualization
	6-77	First draft: Mathematics Objectives and Criteria Referenced Activities for Individualization
	6-77	Expansion of Student Handbook for Experience-Based Career Activities
	6-77	Up-dated brochure

1978-79 Dissemination Objectives

1. Assist in replication programs in South Carolina school districts.
2. Develop programmatic plan for transference in this District.
3. Sell School Administration and School Board on feasibility of transference plan.
4. Cooperate with State Career Education Consultant in establishing State plan for career education.
5. Extend second year objectives as warranted.

MEMORANDUM

To: Mr. Hugh Chastain, Career Education Consultant
From: Alice Badenoch, EBCE Coordinator
Date: September 22, 1977
Re: EBCE Publicity

On September 12, I was interviewed (live) on the Noon Forum, WFBC-TV, by Reporter, Ms. Patricia Bennett.

cc Stubbs

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

greenville county

June 24, 1977

Mrs. Alice Badenoch
122 Lanneau Drive
Greenville, S.C.

Dear Mrs. Badenoch:

Recently I discussed with you the Youth Advisory Committee which you agreed to serve on. I have not been able to reach you by phone and would like to invite you to attend the first meeting of this committee.

The meeting will be held on Tuesday, June 28, 1977, at 9:30 a.m. in Room 201 of the Courthouse Annex.

I am hoping that you will be able to attend, and again I'm sorry we were not able to reach you to ask if this is convenient. If you have any questions, please feel free to call me at 242-3910, ext. 310.

Sincerely,

Barbara D. Richardson

Mrs. Barbara D. Richardson
CETA Planner

/db

county courthouse, greenville, south carolina 29601 (803) 242-3910

School District of Greenville County
Inservice - July 18-22, 1977

Title: "How to Individualize Instruction"
Participants: 12 teachers including ARC teachers and EBCE Coordinator
Place: J. L. Mann High School

Objectives: Participants will be able to. . .

1. Write measurable objectives in his subject area.
2. Write criterian referenced test items to match objectives.
3. Describe techniques of record keeping and methodology for management in the indivualized classroom.
4. Identify appropriate materials for this teaching method.
5. Develop an indivdualized unit suitable for use in classroom.
6. Describe methods of assessment for grading purposes.

In addition, math consultants and EBCE math teacher developed measurable math objectives for all the courses the math teacher will teaching. As these objectives are refined, it is understood that they will become a departmental resource and also a resource for the District Math Consultant.

Activities included:

1. General sessions on individualization.
2. Subject area sessions with consultants.
3. Examination on commercial materials.
4. Time and materials for developing units of work.

Evaluation:

Inservice credit will be given to teachers who:

1. Attend a minimum of four sessions.
2. Participate in all planned activities.
3. Develop at least one instructional unit of high quality.

A survey will be developed for teacher evaluation of the workshop.

M E M O R A N D U M

To: Dr. Stubbs, Principal
From: Alice Badenoch, EBCE Coordinator
Date: September 15, 1977
Re: EBCE Parents Night
August 30, 1977, 7:30 p.m.

The EBCE Staff held a Question-Answer Session for parents. A total of twenty-two parents and seven students attended. They were all parents of the students new to the program this year.

We showed the slide/sound and I very briefly explained the concept of Career Education. Then I introduced the Staff and opened uo for questions. Ms. Mathis and Ms. Bishop had made delicious refershments. The entire EBCE Staff was present as well as a representative of Dr. Bashaw's staff.

We were very satisfied with the outcome of the meeting. If success can be measured by number of questions asked and relaxed conversation over refreshments, the meeting was successful.

We will plan another meeting at the beginning of second semester.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

COMMUNITY ADVISORY COMMITTEE
Experience-Based Career Education (EBCE)

1. Ms. Mimi Collier, Committee Chairperson, Greenville Hospital System

2. Ms. Ellen Tollison, Consultant, Career Education, South Carolina State Department, (803) 758-3156

3. Mr. Jim Scott, Vice-President, Marshall & Williams Company, 242-6750

4. Mr. Carl Bradley, Associate Personnel Director, Greenville Hospital System, 242-8101

5. Mrs. Sybil Edwards, Marketing, Citizens and Southern National Bank, 271-4510

6. Mr. John Badenoch, Foreman, Midas Muffler Shop, 242-3940

7. Mr. Keith Barksdale, Administrative Assistant, Greenville Urban League, 242-1640

8. Mr. Charles Gardner, Community Relations, City of Greenville, 242-1250

9. Mr. Jack Mahaffey, Family Counseling Service, 232-2434

10. Mr. Bill Traxler, County Solicitor's Office, 242-3910

11. Mr. Mike Filipic, Placement Office, Donaldson Vocational Center, 277-3656 or 277-8989

12. Dr. William Stubbs, Principal, J. L. Mann High School, 288-5863

13. Mr. Hugh Chastain, District Consultant, Career and Vocational Education, School District of Greenville County, 242-6450

14. Mrs. Cary Seigler Walker, Greenville County Office, 242-3910

15. Ms. Rhonda Aiken, Greenville Hospital System

16. Mr. Ted Ramseur, Greenville News-Piedmont, 298-4244

17. Ms. Lola Garrett, Liberty Life, 268-8111

18. Mrs. Alice Badenoch, EBCE Coordinator

19. Mr. Bill Kendall, EBCE Community Resource Coordinator

20. Ms. Helen Smalls, EBCE Guidance Counselor

21. Dr. Norman Mullins, Southeast Area Superintendent, 963-7061

Minutes for EBCE Community Advisory Committee Meeting, September 29, 1977

Ms. Mimi Collier, Chariman, called the meeting to order at 2:30 p.m.

New committee member, Ms. Lola Garrett, was introduced together with Ms. Marty Mathis and Ms. Carolyn Bishop who are now teaching members of the EBCE Staff.

Two Mann students who participated in EBCE specializations for a summer school credit described their experiences to the committee. Elizabeth Kelly specialized in accounting with John Theodore Accounting Service, and Theresa Mitchell specialized in Interior Decoration with Joan Gaulden Interiors.

Bill Kendall updated the committee on student procedure for career exploration this year. He has incorporated committee suggestions into the procedure, particularly in the area of a strong cluster orientation. He gave those present a sample student package of one cluster.

Within the framework of this year's procedure, the student first participates in guidance sessions wherein he selects a cluster to explore. Next, he studies a "Cluster Catalogue" in order to select sites related to this cluster. Third, he studies detailed job descriptions, so that he can choose jobs which fit his interests. Then he makes his own tentative schedule for 14 days exploration.

Once total student choices are completed, Bill Kendall makes a final schedule and gives the student more detailed write-ups for the specific jobs he will explore, together with orientation requirements for the cluster. The student must fulfill orientation requirements, passing a cluster test on same before he is allowed to go into the community.

Helen Smalls explained that she is working full time with the project this year which allows her more active participation. In addition to her work with EBCE students, she is planning several Districtwide workshops to make others in the District more aware of the specifics of our program.

Ellen Tollison stated that this project has been nominated for replication in other Districts in this state, and that the concept will, presumably, be incorporated in the State Plan for Career Education which her office is developing.

It was agreed that the next meeting will be in November. The meeting was adjourned at 3:30 p.m.

The following persons attended:

Minutes contd:

1. Ms. Mimi Collier, Committee Chariman, Greenville Hospital System
2. Ms. Ellen Tollison, Consultant, Career Education, South Carolina State Department,
3. Mr. Charles Gardner, Community Rekations, City of Greenville,
4. Mr. Mike Filipic, Placement Office, Donaldson Vocational Center,
5. Ms. Rhonda Aiken, Greenville Hospital System
6. Ms. Lola Garrett, Liberty Life
7. Mrs. Alice Badenoch, EBCE Coordinator
8. Mr. Bill Kendall, EBCE Community Resource Coordinator
9. Ms. Helen Smalls, EBCE Guidance Counselor
10. Ms. Carolyn Bishop, Mathematics Teacher, ARC
11. Ms. Marty Mathis, English Teacher, ARC

MEMORANDUM

To: Dr. Stubbs, Principal
From: Alice Badenoch, EBCE Coordinator
Date: September 27, 1977
Re: Visitation by District Personnel

On September 20 we were visited by Ms. Ellen Rudy, District Mathematics Consultant. She seemed pleased with the progress made by Ms. Bishop thus far, and plans to use her criteria referenced objectives in next summer's planning.

On September 21 we were visited by Ms. Barbara Rabb, District English Consultant. She worked with Ms. Mathis on material choices for a forth coming meeting at the South Carolina State Department of Education.

These are in addition to the visit on September 8 by Ms. Doris Clanton, District Director for Instructional Services; Mr. Hugh Chastain, District Career Education Consultant; and Ms. Joyce Satterfield, District Social Studies Consultant.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: All Advisors
From: Alice Badenoch
Date: September 12, 1977

The EBCE Staff would like you to have an update on our activities, and we'd like you to share with your advisees those which are pertinent.

Community Activities: This semester we are offering career explorations in these cluster areas: communications, marketing and advertising, government administration, governmental services, social services, business administration, clerical and computer operations, civil law, teaching, manufacturing and engineering. . . . . Cooperating business firms include Henderson and Leslie Advertising Agencies, WFBC, WESC-TV and radio, newspaper, American Monorail, Woven Electronics, Keys Printing, Loom Products, Liberty Life, Metropolitan Life, Barbeque King, General Electric, city and county governments, Urban League, and many others. Be sure to ask those EBCE students who are your advisees to share with your group some of their experiences, as they are participating in exciting activities.

Next semester we'll be offering health careers, law and justice, managing a small business, money and banking, plus repeats of the above areas to students who have those interests. We have a computer manager who has specifically requested a student with math and music abilities; student will learn how to develop a computer language. We also have a PhD analytical engineer who would like to work with a student and several other challenging engineering sites available.

If you know any students interested in EBCE for next semester, instruct them to get an application from Ms. Yarbrough in room 111 and/or make an appointment with Mrs. Smalls to discuss scheduling. A student with his own transportation and an interest in a specific career area may also elect a career internship (specialization) through a CPU and early dismissal.

Career Guidance: During the summer Mrs. Smalls and Mrs. Gwinn developed a package of career guidance materials suitable for your use as Advisors. The package contains career guidance objectives with activities and exercises keyed to each objective. Helen Smalls will be glad to furnish you with all or part of this package so that you can work with your advisees easily in career guidance. She will also come to one of your advisee sessions to demonstrate these activities.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

On the five Mondays in October, she will be conducting a District-wide workshop on Career Guidance, demonstrating use of these packages. The workshop will be held in Mann's library from 3:30 to 4:30 p.m. and will offer professional credit. Contact Mrs. Smalls for any questions and help your advisees in their task of narrowing down career choices. The student who knows where he's going is motivated in your classroom.

Academics: Both Carolyn Bishop, Mathematics, and Marty Mathis, English, have worked during the summer to develop individualized curriculum which correlates with your classroom objectives.

Ms. Bishop is particularly concerned to have strong articulation since EBCE students must be prepared to move back to your classes. She'll be discussing her plans at department meetings and soliciting your cooperation. If, later in the year, you have a math student who falls behind due to, for example, extended illness, contact her and perhaps she can develop an individualized "catch-up" plan.

Ms. Mathis has concentrated on language arts rather than literature. The student in her classroom has a unique opportunity to learn to write. We are pre and post testing her students with writing samples and will share the outcome with you.

Job Placement: We know of job openings as waitresses and bus boys; students must be 16 and willing to work on some weekend nights. Jobs are also available for janitorial work; age 17; need transportation. Many students age 14 and 15 are seeking jobs. If you need leaves raked or have work these younger students can do, let us know.

We'll be having many visitors from other schools this year, looking over our demonstration program. We hope that you here at Mann will also stop by and look us over and share suggestions with us. We feel that we have an exciting program which should provide student motivation that carries over into your classrooms.

Remember that we are dependent on you as Advisors to let students know what we are doing in EBCE. Please discuss our activities with them.

June 13, 1977

Mr. John Olmstead
Counselor
Lake Fenton High School
11425 Torrey Road
Fenton, Michigan 48430

Dear Mr. Olmstead:

I would like to thank you for the time we shared together at the high school. It was interesting to be back to a place that was "home" a few years back.

As I promised, I have enclosed some samples of materials I have developed in our attempt to make experienced-based career education a viable high school offering.

I spent five hours with Gregg Carrier at the Genesee Intermediate School District, and we both left very excited about the E.B.C.E. possibilities in Genesee County. If some real ground work is going to be laid for this program next school year, as Gregg suggested, I will be happy to help you in any way that I can.

Again it was good talking with you. Best wishes for the years ahead.

Sincerely,

Bill Kendall
E.B.C.E. Community Resource Coordinator

BK/kds

Enclosure

June 13, 1977

Mr. Gregg Carrier
Coordinator, Career Development and
Articulation
Genesee Intermediate School District
2413 W. Maple Avenue
Flint, Michigan 48507

Dear Gregg:

It was a pleasure meeting with you and discussing the plans and progress of career education in Genesee County. I know that we share the same excitement and frustration in implementing a new educational concept.

I have enclosed some samples of materials I have developed in our attempt to make experience based career education a viable high school offering. If I can be of help next school term as you intend to lay the ground work for E.B.C.E. do not hesitate to call on me.

Thank you for the time you spent with me in Flint.

Sincerely,

Bill Kendall
E.B.C.E. Community Resource Coordinator

BK/kds

MEMORANDUM

To: Mr. Hugh Chastain, Career Education Consultant
From: Alice Badenoch, EBCE Coordinator
Date: August 15, 1977
Re: Part D Conference sponsored by
Research for Better Schools
New Orleans, La.
July 7-8, 1977

Ms. Helen Smalls and I attended the above conference which was intended to provide an exchange of ideas between EBCE projects based on the RBS model.

Staff members from Mobile, Alabama; New Albany, Indiana; Luling, Louisana; Memphis, Tennessee; Ogden, Utah; Greenville, South Carolina; and Research for Better Schools were there.

We came away with the feeling that our project had made good progress in the year's time, and with several specific suggestions. These including obtaining sex-fair materials from Bell Telephone, placing a news media person on our Advisory Committee; eventually developing a computer print out of Greenville industries; using infusion techniques, particularly in 9th grade, as a solid basis for recruitment.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: Dr. Stubbs, Principal
From: Alice Badenoch, EBCE Coordinator
Date: August 25, 1977
Re: EBCE Brochures

Ms. Clelia Hendrix has forwarded EBCE brochures to all District Administrators and to a number of individuals on their mailing list.

I have provided brochures for each member of Mann's staff.

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

M E M O R A N D U M

To: Mr. Hugh Chastain, Career Education Consultant
From: Alice Badenoch, EBCE Coordinator
Date: September 29, 1977

On September 27 and 28 the following persons visited us from the Highpoint, North Carolina EBCE site:

Marion Erath, Coordinator
C. L. Clifton, Guidance
Bill Hughes, Guidance
Delores Parrish, English ARC
Nancy McLeon, Mathematics ARC

The Highpoint project was funded in August, 1977 and will have its first students in January, 1978.

All of Mann's EBCE staff worked with the group at one point in time. They also observed classrooms and checked materials. They feel that our scheduling plan is superior to theirs, and they discussed possible modifications. As presently set up, their program offers no credit for the community experiences.

cc Stubbs
   Mullins

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

MEMORANDUM

To: Hugh Chastain, Career Education Consultant
From: Alice Badenoch, EBCE Coordinator
Date: September 15, 1977
Re: EBCE Dissemination

The following organizations have requested permission to list our demonstration site in their catalogues:

1. National Alternative School Program
   School of Education
   University of Massachussetts
   Amherst, Mass. 01002

2. Research for Better Schools
   Philadelphia, PA 90103

3. Service Learning Resource Center
   403 Breckenridge Hall
   University of Kentucky
   Lexington, KY 40506

4. Wisconsin Research and Development Center
   University of Wisconsin
   1025 W. Johnson Street
   Madison, Wisconsin 53706

5. National Center of Career Education
   University of Montana

6. Center for Vocational Education
   Ohio State University
   1960 Kenny Road
   Columbus, Ohio

7. NIE Update, EBCE News

8. American Institute for Research
   in Behavioral Sciences
   Box 1113
   Palo Alto, CA 94302

The School District of Greenville County
J.L. Mann High School · 61 Isbell Lane · Greenville, South Carolina 29607 · 803/288-5863

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

October 3, 1977

Dr. Norman Mullins
Assistant Superintendent
502 Boyd Avenue
Simpsonville, SC 29681

Dear Dr. Mullins:

We are pleased to be able to nominate J. L. Mann's Experience-Based Career Education Project for consideration as a Title IV - C project to be replicated across the State. Thank you for your commitment to assist. We have been assured by the Office of Federal Programs that no burdensome demands will be made on the project via finances or time.

I know that you and your colleagues are proud of the strides which have been made by the J. L. Mann project staff. It is most fitting to deem the site as "exemplary" and "demonstration" in nature.

We will keep you informed regarding the status of the nomination.

Cordially,

M. Ellen Tollison
State Consultant
Career Education

clb

bcc: Alice Badenoch

APPENDIX B

Products of Dissemination

a. Program Brochure

b. Logo: See Product Covers

c. Career Guidance Objectives and Criteria-Referenced Activities for the Classroom Advisor

d. Student Handbook for Experience-Based Career Education (Two representative cluster examples)

e. Language Arts Objectives and Criteria-Referenced Activities for the Individual Classroom (first draft)

WHAT IS EBCE?

A new program in Career Exploration and Internship at J. L. Mann is open to all students in grades 10, 11 and 12. The program offers an opportunity for -

Job Sampling
Interest Matching
Personal Skills Testing

- in school and in business.

EBCE is a three year demonstration project funded by the Office of Education. Each year approximately $135,000 will be used at J. L. Mann High School to pay expenses of the program, train staff members, disseminate information and provide community development.

EBCE provides guidance to students in sampling careers, identifying interests and skills, and in matching aptitudes with career choices.

EBCE blends academic learning in the classroom with real world experiences in business. Each student receives the counsel of school staff members and adults in business and industry.

##########################

Education is Working at
J. L. Mann

FOR ADDITIONAL INFORMATION

Project Director - Dr. William Stubbs
Project Coordinator - Alice C. [illegible]enoch
Community Resource Coordinator -
Bill Kendall
Guidance Counselor - Helen Smalls

J. L. Mann High School
61 Isbell Lane
Greenville, South Carolina 29607
Telephone (803) 288-5863

(The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.)

##########################

Experience **B**ased **C**areer **E**ducation

ACADEMICS
COMMUNITY EXPERIENCE
GUIDANCE

EBCE
Bridges the Gap Between Classroom and Community

The School District of Greenville County
Greenville, South Carolina
Dr. J. F. Hall, Superintendent

Experience Based Career Education Partners In EBCE: Who Does What?

STUDENTS
- *Help design and account for their individual learning activities*
- *Upgrade their basic skills*
- *Examine their individual interests and abilities*
- *Practice job-planning, decision-making and self-evaluation*
- *Learn characteristics and requirements of different careers*
- *Assume responsibility for own behavior*
- *Adapt to varied conditions*

SCHOOL STAFF
- *Manage student learning*
- *Guide student career interests, sampling and planning*
- *Provide orientation and support to community participants*
- *Provide a range of student services*

COMMUNITY MEMBERS
- *Provide learning sites*
- *Serve as on site "instructors" and lead student seminars*
- *Counsel students on job concerns*
- *Help with program development and citizen information*

* * *

WHAT DOES IT OFFER STUDENTS?

Students are required to take four academic courses at the school in addition to career exploration for which they receive academic credit. They receive two hours per week of guidance from the school staff. Six hours per week is spent in Exploration Experience in the community. A minimum proficiency test must be passed by a student in each career area before he/she is permitted to go into the field for Exploration Experience in that area.

HOW DOES THE COMMUNITY HELP?

Students are guided in their learning by on the job experience with employees in hospitals, factories, businesses and offices - or anywhere that careers may be sampled.

HOW MANY STUDENTS ARE INVOLVED?

During the 1976-77 school year, 35 full time students were enrolled. During the 1977-78 school year the number will be more than doubled.

WHAT GUIDANCE DO THE STUDENTS RECEIVE?

Students are given much information about themselves, including standardized test scores and continual personal evaluations from program staff and citizens of the community. Student progress is carefully monitored and guidance is available at every phase to assist students in understanding their interests and aptitudes in relation to career areas.

WHAT CAREER FIELDS ARE EXPLORED?

- Health Careers
- Service Businesses
- Law and Justice
- Money and Banking
- Manufacturing
- Textiles
- Civil Law
- Communication
- Advertising
- Engineering
- and many more

WHAT DO STUDENTS LEARN?

Basic Skills (Academics)
- Listening/Speaking
- Mathematics
- Reading
- Writing

Life Skills (Guidance)
- Creative Development
- Critical Thinking
- Functional Citizenship
- Personal/Social Development
- Academic/Skills Competencies
- Decision Making

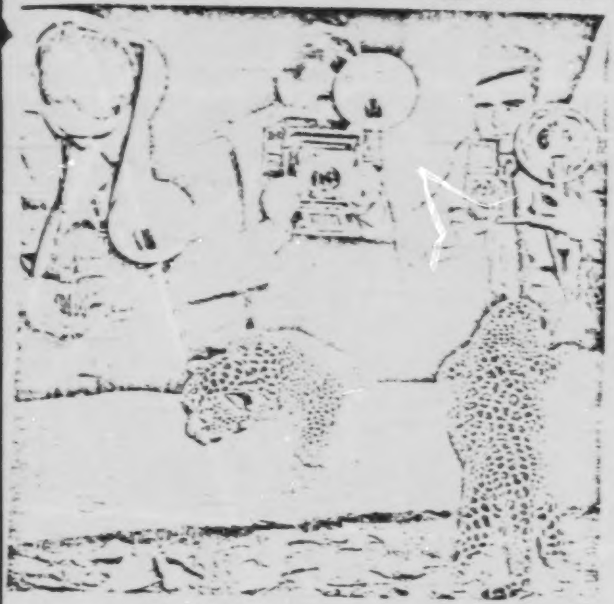
Career Development
- Career Knowledge
- Employability Skills
- Career Interests/Identification
- Understanding Values of Work

STUDENT HANDBOOK:
EXPERIENCE - BASED CAREER EDUCATION ACTIVITIES

Education is working at J.L. Mann High School

Experience-Based Career Education Program
J. L. Mann High School
61 Isbell Lane
Greenville, S. C. 29607
Phone: (803) 288-5863

COMMUNICATION CLUSTER



ADDRESSOGRAPH MULTIGRAPH
MULTIGRAPHICS DIVISION

GENERAL COMMENTS: Addressograph Multigraph is a multinational corporation employing more than 23,500 persons, located in 31 plants and 150 field offices. The cornerstones of this corporation are its duplicating and addressing machines. A sample of additional equipment developed through its research facilities would include engineering reprographics, micrographics, composition and printing equipment, data systems and terminals.

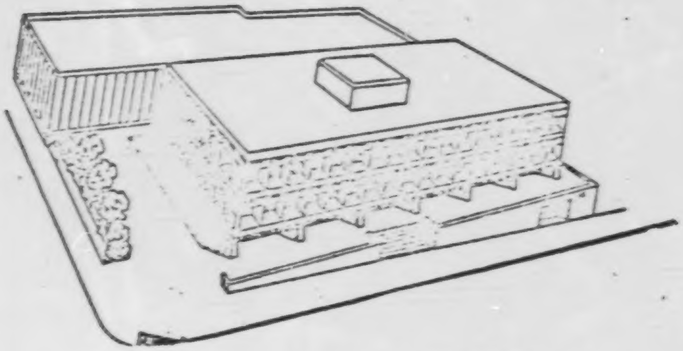
The phase of the corporation which you will be exposed to is the Service Division. It is responsible for product installation, maintenance, and parts and service operations. This division also manufactures and markets a broad line of supplies for business machines. More than one-half of Addressograph Multigraph's employees work for this division as career sales and service people. You will be visiting one of the 150 field offices.

JOBS EXPLORED AT SITE:

1. Technical Representative

The Greenville News-PIEDMONT

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.



JOBS EXPLORED AT SITE:

1. Engravers
2. Press Operators
3. Compositors

JOBS EXPLORED AT SITE:

1. Reporter
2. Copy Editor
3. Section Editor

JOBS EXPLORED AT SITE:

1. Staff Photographer
2. Staff Artist
3. Lab Manager

JOBS EXPLORED AT SITE:

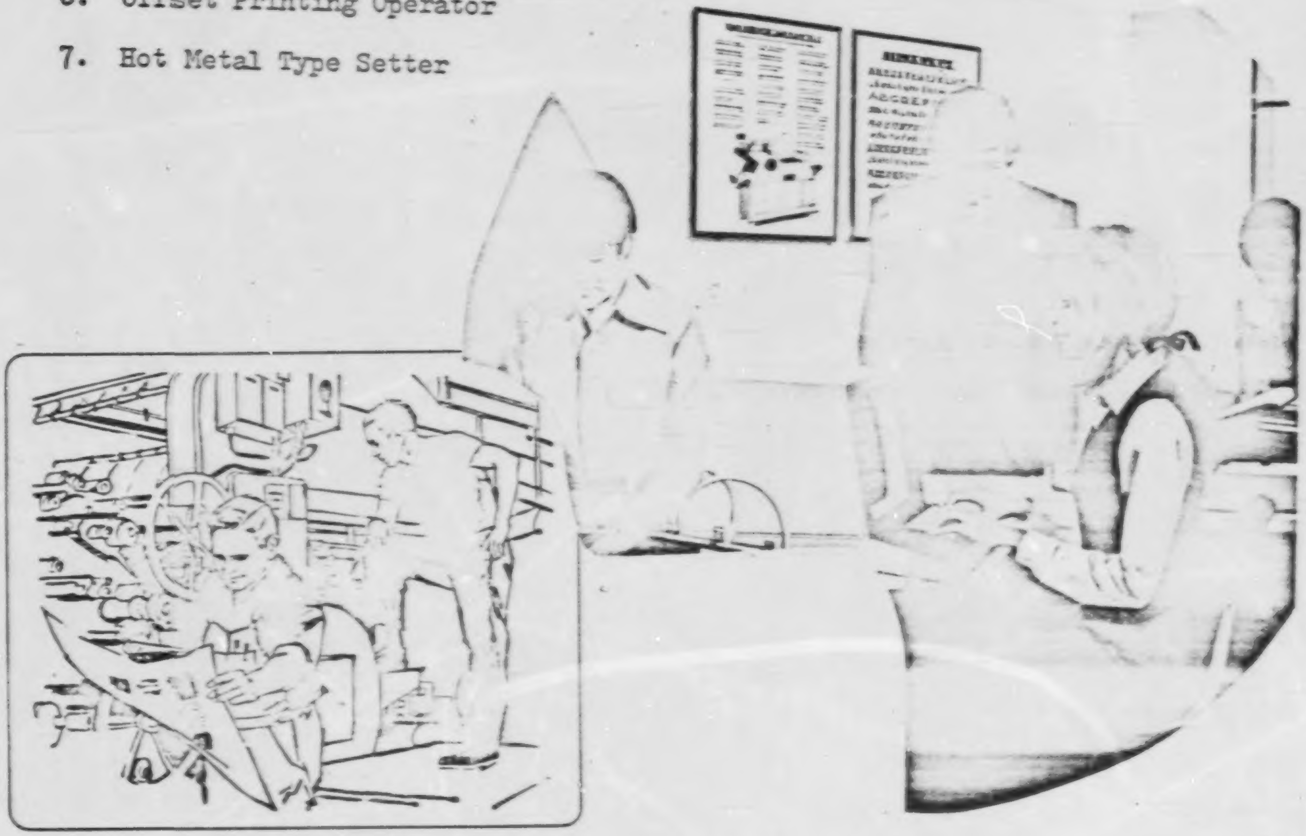
1. Account Executive
2. Staff Artist
3. Customer Service Representative

keysprinting

GENERAL COMMENTS: Keys Printing is a family owned printing company, employing 120 full time employees. Additional persons are employed for school yearbook production, a seasonal operation.

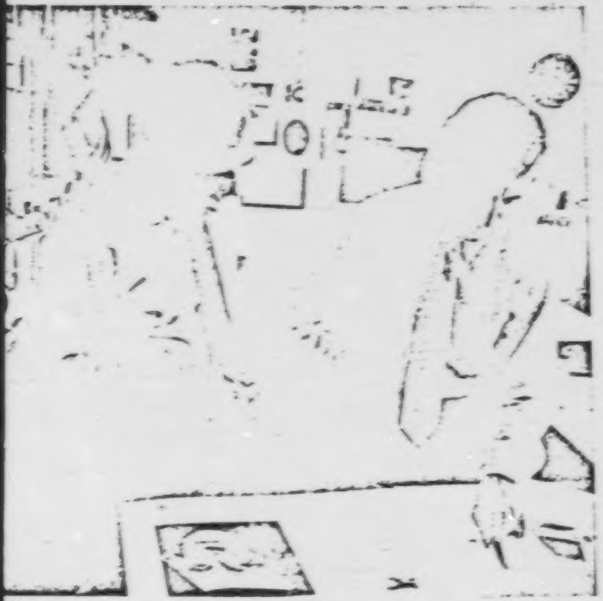
JOBS EXPLORED AT SITE:

1. Creative Artist
2. Phototype Setter
3. Mechanical Artist
4. Camera Man
5. Lithographic Plate-maker
6. Offset Printing Operator
7. Hot Metal Type Setter



Leslie Advertising Agency

GENERAL COMMENTS: Leslie Advertising is a full service advertising agency charged with creating a variety of marketing programs for their select list of clients. Leslie produces newspaper, radio, television, outdoor, direct mail, and various printed collateral pieces to include booklets, catalogs, brochures, point-of-purchase materials, and annual reports for the firm's clients.



JOBS EXPLORED AT SITE:

1. Account Executive
2. Media/Research Director
3. Concept & Copy Developer
4. Art Director
5. Print Production Manager
6. Staff Artist
7. Audio Engineer

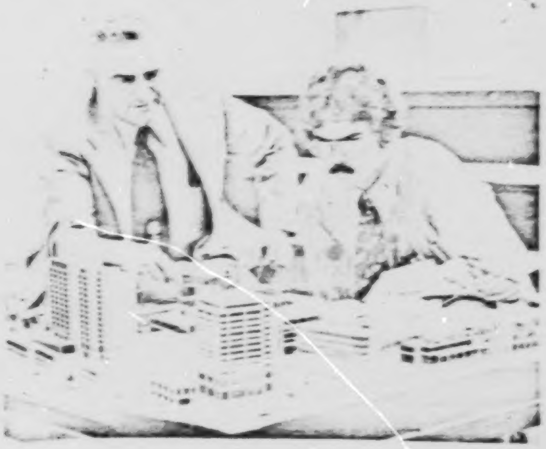
South Carolina Appalachian Council of Governments

GENERAL COMMENTS: The South Carolina Appalachian Council of Governments was formed by six counties and 43 cities to help them develop more efficient management procedures, to secure federal and state funds, and to develop plans for orderly growth in meeting the demands of the future. Representatives of local government bodies serve as the governing board, deciding what activities will be undertaken by the Council.

In its 11 years of existence, the Council has worked to improve law enforcement, education, lifestyles of the elderly, recreation facilities, economic opportunities, and transportation systems.

JOBS EXPLORED AT SITE:

1. Graphic Artist
2. Director of Communications
3. Communications Coordinator



WFBC

AM/FM

GENERAL COMMENTS: WFBC serves upper South Carolina, Northwest North Carolina, and Northeast Georgia. WFBC - FM is also heard in Eastern Tennessee. The studios and offices are located adjacent to WFBC-TV on Rutherford Road just inside the city limits. WFBC is the home-based station for Multimedia Broadcasting which owns 14 radio stations and five (5) television stations.

JOBS EXPLORED AT SITE:

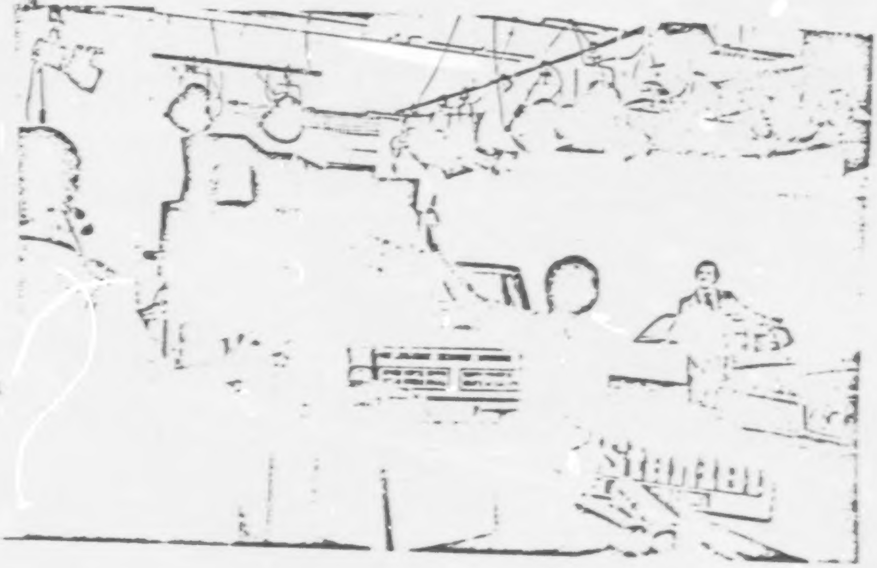
1. Newscaster
2. Staff Announcer
3. Salesperson
4. Engineer
5. Broadcast Technician
6. Reporter

WFBC TV

GENERAL COMMENTS: WFBC-TV is owned by McClatchy News of Oakland, California. An affiliate of NBC, WFBC-TV has the 36th largest viewing audience in the nation. These broadcasts reach 3.5 million people within a radius of 100 miles. Locally, WFBC-TV has captured 40% of the viewing market, compared to NBC's 26% national average. This commanding percentage makes WFBC-TV the second most successful broadcaster of all NBC affiliates.

JOBS EXPLORED AT SITE:

1. Engineer
2. Control Operator
3. Newscaster
4. Producer - Director
5. Film Editor
6. Broadcast Technician
7. Creative Artist
8. Salesperson



COMMUNICATION CLUSTER
Job Descriptions

SITE: ADDRESSOGRAPH MULTIGRAPH, INC.

1. Job Title: Technical Representative
   Job description: test, operate, inspect, and repair complex electronic devices
   Special qualifications: science and math
   mechanical aptitude
   problem-solving ability
   patience

SITE: THE GREENVILLE NEWS-PIEDMONT

1. Job Title: Reporter
   Job description: collect information; write or phone in news stories; may cover beat or special events
   Special qualifications: broad background of knowledge
   writing skill
   persistence
   physical stamina

2. Job Title: Copy Editor
   Job description: writes articles; edits news stories; prepares material for printing
   Special qualifications: writing skill
   perserverance
   good judgement
   integrity

3. Job Title: Section Editor
   Job description: same as copy editor; responsible to those who contribute articles to his section of the paper
   Special qualifications: writing skill
   perserverance
   good judgement
   manager of people

4. Job Title: Engraver - Production Department (offered with 5 & 6)
   Job description: camera work; negative exposures; acid bath etching; making of metal printing plates
   Special qualifications: chemistry and physics recommended
   close, exact work
   apprenticeship

5. Job Title: Press Operator - Production Department (offered with 4 & 6)
   Job description: set up, adjust, and operate printing presses

   Special qualifications: mechanical ability
   manual dexterity
   good vision
   physical stamina
   alertness

6. Job Title: Compositor - Production Department (offered with 4 & 5)
   Job description: paste up and mark up of each page to newsprint; proofreading
   Special qualifications: good eyesight
   finger dexterity
   accuracy
   knowledge of spelling and grammar

7. Job Title: Staff Photographer & Lab Manager
   Job description: locates and photographs news-worthy events; develops prints; orders supplies
   Special qualifications: sense of color and form
   artistic ability
   manual dexterity
   knowledge of photographic techniques

8. Job Title: Editorial Staff Artist
   Job description: draws illustrations for news stories; designs logos and special headlining affects
   Special qualifications: artistic ability
   imagination
   creativity

9. Job Title: Account Executive
   Job description: handles advertising needs for clients; analyses needs; develops plans; and makes approval of proposed program; supervises in the advertising copy and art work
   Special qualifications: understanding for what motivates people
   writing ability
   visual conception of an idea
   communication with others
   friendly, outgoing personality

10. Job Title: Advertising Staff Artist
    Job description: creates visual affects to emphasize a point; arranges and transcribes script and visual concepts onto paper
    Special qualifications: artistic ability
    imagination
    creativity
    visual conception

11. Job Title: Customer Service Representative
Job description: presents advertising proposals to clients; delivers copy for print; schedules advertising
Special qualifications: friendly, outgoing personality
able to accept criticism
work as a teamworker

SITE: KEYS PRINTING COMPANY

1. Job Title: Creative Artist
Job description: See Advertising Staff Artist for The Greenville News-Piedmont
Special qualifications: Same as above.

2. Job Title: Phototype Setter
Job description: operates scanner which produces a punch tape that is fed into the phototype setting equipment to produce copy for paste-up
Special qualifications: knowledge of spelling and grammar
close, exact work

3. Job Title: Mechanical Artist
Job description: See Compositor for The Greenville News-Piedmont

Special qualifications: Same as above.

4. Job Title: Camera Man
Job description: photographs and develops negatives for plates used in printing
Special qualifications: knowledge of camera techniques
manual dexterity

5. Job Title: Lithographic Platemaker & Negative Stripper
Job description: prepares and arranges negatives for platemaking; exposes sensitized plate to a negative; chemically treat the plate to develop image
Special qualifications: manual dexterity
physical stamina
mechanical ability

6. Job Title: Offset Printing Operator
Job description: See Press Operator for The Greenville News-Piedmont
Special qualifications: proofreading
manual dexterity
physical stamina

7. Job Title: Hot-Metal Type Setter
Job description: locks up metal type; makes lead impressions for printing
Special qualifications: proofreading
manual dexterity
physical stamina

SITE: LESLIE ADVERTISING AGENCY

1. Job Title: Account Executive (offered with Media Research Director only)
   Job description: See Account Executive for The Greenville News-Piedmont
   Special qualifications: Same as above

2. Job Title: Media/Research Director
   Job description: buys media time and space for clients; researches to stay adapt to the media and scheduling necessary to capture specific markets
   Special qualifications: research techniques
   reading and analysing
   statistics and English
   some clerical tasks

3. Job Title: Concept & Copy Developer (offered with Audio Engineer only)
   Job description: creates the advertising script for print, radio, television, billboards, etc.
   Special qualifications: writing skill
   imagination
   salesmanship
   understanding of the market place

4. Job Title: Art Director (offered with Print Production & Staff Artist only)
   Job description: See Advertising Staff Artist for The Greenville News-Piedmont

   Special qualifications: Same as above

5. Job Title: Print Production Manager (offered with Art Director & Staff Artist only)
   Job description: responsible for producing a finished prototype ready for the printers, etc.
   Special qualifications: mechanical ability
   finger dexterity
   knowledge of spelling and grammar
   accurate, detailed work

6. Job Title: Staff Artist (offered with Art Director and Print Production Manager only)
   Job description: See Compositor for The Greenville News-Piedmont

   Special qualifications: Same as above

7. Job Title: Audio Engineer (offered with Concept & Copy Developers only)
   Job description: produces the audio portions of television and radio advertising; readying copy; selecting special affects; operating recording control panel
   Special qualifications: good speaking voice
   excellent pronunciation
   correct English usage

musical knowledge
knowledge of studio equipment

SITE: SOUTH CAROLINA APPALACHIAN COUNCIL OF GOVERNMENTS

1. Job Title: Graphic Artist
Job description: See Editorial Staff Artist for The Greenville News-Piedmont

Special qualifications: Same as above

2. Job Title: Director of Communications or Communications Coordinator
Job description: writes news releases, newsletters, and speeches; does photography for various publications
Special qualifications: writing ability
persuasive ability
knowledge of spelling and grammar
persistence
photography skills
artistic ability

SITE: WFBC AM & FM

1. Job Title: Newscaster
Job description: gathers, writes, and reads news for radio broadcasts
Special qualifications: good speaking voice
ability to think quickly
reading skill
good knowledge of grammar and pronunciation

2. Job Title: Staff Announcer (offered with Broadcast Technician only)
Job description: introduces music and programs; reads commercials, news reports; and broadcasts special wants
Special qualifications: good speaking voice
good knowledge of grammar and pronunciation
some technical skills

3. Job Title: Sales Person
Job description: sells advertising time; analyses a product so as to advertise it affectively to the proper market
Special qualifications: friendly, outgoing personality
persuasive
reading ability
creative writing ability

4. Job Title: Engineer
Job description: designs, develops, operates, and maintains electronic equipment
Special qualifications: science and mathematics
mechanical ability

finger dexterity
problem-solving ability

5. Job Title: Broadcast Technician
   Job description: set up, monitor, repair, and maintain technical equipment; recording and field operations
   Special qualifications: mechanical interest
   manual dexterity
   mental alertness
   team worker

6. Job Title: Reporter
   Job description: gathers information and interviews on local stories; writes copy for broadcasting
   Special qualifications: writing skills
   speaking skills
   physical stamina

SITE: WFBC TV

1. Job Title: Engineer
   Job description: See Engineer for WFBC AM/FM

   Special qualifications: Same as above

2. Job Title: Control Operator
   Job description: monitors, controls, and adjusts all outgoing broadcasts
   Special qualifications: alertness
   able to make quick decisions
   able to work in confined space

3. Job Title: Newscaster
   Job description: See Newscaster for WFBC AM/FM

   Special qualifications: Same as above

4. Job Title: Producer-Director
   Job description: plans and supervises the production of local shows
   Special qualifications: management skills
   creative and imaginative
   patient

5. Job Title: Film Editor
   Job description: edits, cuts, splices, cleans, and previews fims to be broadcasted
   Special qualifications: critical judgement
   finger dexterity

6. Job Title: Broadcast Technician
   Job description: See Broadcast Technician for WFBC AM/FM

Special qualifications: Same as above

7. Job Title: Creative Artist
Job description: develops advertisements and other items in meeting production needs
Special qualifications: artistic ability
imaginative
creative
visual conception

8. Job Title: Sales Person
Job description: See Sales Person for WFBC AM/FM

Special qualifications: Same as above

COMMUNICATION CLUSTER: Career Selection Sheet

ONE DAY SITES

technical representative, Addressograph Multigraph

customer service rep.
News- Piedmont

phototype setter
Keys Printing Co.

mechanical artist
Keys Printing Co.

cameraman
Keys Printing Co.

lithographic stripper & platemaker
Keys Printing Co.

offset printing & hot metal compositor
Keys Printing Co.

broadcast tech.
WFBC am/fm

engineer
WFBC am/fm

control operator
WFBC TV

broadcast tech.
WFBC TV

TWO DAY SITES

reporter
News-Piedmont
copy or section editor
News-Piedmont
editorial staff artist
News-Piedmont
account executive
News-Piedmont
advert. staff artist.
News-Piedmont
account exec. & media/research director
Leslie Advertising
concept & copy dev. & audio engineer
Leslie Advertising
graphic artist
Council of Gov'ts.
director on communications or communication coordinator
Council of Gov'ts.
newscaster
WFBC AM/FM
salesperson
WFBC AM/FM
news reporter
WFBC AM/FM
newscaster
WFBC TV
salesperson
WFBC TV
film editor
WFBC TV

THREE DAY SITES

staff photographer & lab. manager
News-Piedmont

creative artist
Keys Printing Co.

art director, print production manager, & staff artist
Leslie Advertising

staff announcer & broadcast tech.
WFBC AM/FM

creative artist
WFBC TV

producer-director
WFBC TV

FIVE DAY SITES

production department
News-Piedmont

COMMUNICATIONS CLUSTER
Career Selection Worksheet

Directions: Each student is to choose the jobs he/she would like to explore. These selections will be made from among those offered on the "Career Selection Sheet". Notice that the jobs vary in length, from one to five days. It will be your responsibility to design your program so that you will have a total of 14 days of exploration.

	Job Title	Number of Days	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
	Total		(should add up to 14 days)

*Fill in only as many spaces as is necessary to give you 14 days of explorations.

Requirements for:
Communications Cluster

The following activities must be completed successfully before a student can begin the career explorations. You may work at your own pace. If you are having difficulty, consult with the career guidance counselor or the Resource Room Librarian.

1. Read: Careers in Television, published by the National Association of Broadcasters

OR

Radio & TV Broadcasting, U. S. Department of Labor, Bureau of Labor Statistics

OR

Jobs in Communications and Media Broadcasting, sight/sound, pp. 38-43, published by Science Research Associates, Inc.

2. Read: Radio & TV Broadcasting, U. S. Department of Labor, Bureau of Labor Statistics

OR

Jobs in Communications and Media Broadcasting, sight/sound, pp. 38-43, published by Science Research Associates, Inc.

OR

Careers in Radio, National Association of Broadcasters

3. Read: Graphic Communications, Addressograph Multigraph

OR

Printing & Publishing, U. S. Department of Labor, Bureau of Labor Statistics. Read only these areas: "Occupations in the Printing Industry", and "Lithographic Occupations."

OR

Careers in Typography

OR

Jobs in Communications and Media, "Journalism: Headlines and Deadlines", pp. 17-32, published by Science Research Associates, Inc.

OR

Jobs in Communications and Media, "The Printing Trades", pp. 44-46, published by Science Research Associates, Inc.

OR

Money Magazine, April, 1977, "A Career That's Hit Its Heyday", reprint.

4. Read: Jobs in Communications and Media, "Advertising: Media & Marketplace", pp. 33-37, published by Science Research Associates, Inc.

OR

Jobs in Communications and Media, "Getting Started in Communications", pp. 49-53, published by Science Research Associates, Inc.

OR

Where Shall I to to College to Study Advertising?; read only the "Dear Richard" letter; edited by Billy I. Ross and Donald G. Hileman, 1974.

5. Of the following selection, read and summarize any three articles.

a. Career World, March, 1975; "Public Relations Specialist", pp. 24-25

b. Black Enterprise, February, 1977; "Publishing Without Glamour", p. 21

c. Photography In Your Future, Kodak Customer Service pamphlet

d. Offset Pressman, Career Brief

e. Careers in Broadcasting News, by Vernon A. Stone

f. Commercial Artist, SRA Occupational Brief

g. Commercial & Industrial Photographers, SRA Occupational Brief

h. Press Photographers, SRA Occupational Brief

i. Playwrights, SRA Occupational Brief

j. Science Writers, SRA Occupational Brief

k. Free-Lance Writers, SRA Occupational Brief

l. Reporters, SRA Occupational Brief

m. Scriptwriters, SRA Occupational Brief

n. Newspaper Editors, SRA Occupational Brief

o. Photoengravers, SRA Occupational Brief

p. Printing Pressman, Work Brief

q. Offset Lithographer, Working Brief

r. Is Technical Writing Your Career? Society for Technical Communication

s. The Big Story: The Headline Club of Chicago

t. Photography: How it Works, Eastman Kodak Company

6. Pre-test: You must obtain a passing grade of at least 70%. The test questions have been taken from the reading materials. After completely activities 1 thru 5, you may take the test.

Pre-Test: Communications Cluster

TRUE or FALSE: On the answer sheet, circle true if the statement is true; false if the statement is false.

1. Only FM Radio stations can broadcast in two-dimensional stereo.
2. Since radio signals travel farther at night, some stations are not licensed to broadcast at night.
3. Within the television industry job security tends to depend on seniority as compared to ability.
4. Generally, a career in radio is good background for a television career.
5. For most entry level jobs in broadcasting, the minimum educational requirement is a 4 year college degree.
6. Television programs are free to the viewer.
7. According to the U. S. Department of Labor, Graphic Communications is an overly crowded field, with few job openings before the year 1980.
8. Presently, journalism is a career area where finding a job may be difficult for a new comer.
9. The hours worked by a journalist tend to be unpredictable and long (50-60 hours per week); working conditions often trying.
10. Most photographers find work in the heavily populated cities.
11. In lithography, the printing method centers around photography.
12. In news paper writing, the purpose of feature stories is to report facts.
13. To a newspaper person AP means Associated Press.
14. To a newspaper person UPI means United Public Information.
15. Newspapers are financed exclusively by their sales price.

MATCHING: On the answer sheet, write the word which represents the best response to each statement. A response can be used correctly only once.

16. ________________ is responsible for assigning airwave spectrums (Channels) to television networks.

17. ________________ programs, produced by private companies and sold to local stations.

18. The department which plans and produces that which is broadcasted ______________.

19. Sometimes a branch of the programming department, this group responsible for gathering and producing local and national current events _________________

20. Department responsible for maintenance and monitoring of broadcasting equipment. ________________

21. The earnings of radio and television stations comes from selling ____________.

22. ___________ journalist: Finds satisfaction in digging up & explaining the facts.

23. ___________ journalist: Finds satisfaction in news with impact, has celebrity appeal.

24. This person is responsible for developing commercials. __________________

25. This person is responsible for viewing, cutting, splicing, and cleaning film. His title is film __________________.

26. This person plans & supervises the production of local shows. ____________________

27. Type of photography that has people or animals as the subject __________________

28. Type of photography that depicts products for use in advertising ___________________

29. Occupation is the printing field which deals in design & color for maximum appeal. ___________

MATCHING CHOICES

- ✓ ACCOUNT
- ✓ advertising time
- ✓ BEAT
- ✓ commercial
- ✓ creative artist (USED TWICE)
- ✓ editor
- ✓ engineering
- ✓ Federal Communications Commission
- ✓ layout & composition
- ✓ news
- ✓ portrait
- ✓✓ producer-director (USED TWICE)
- ✓ programing
- ✓ syndicated
- ✓ television

MATCHING cont.

30. An assigned area covered by a reporter is known as a ____________.

31. In advertising, this person is responsible for designing illustrations.
____

32. An advertising contract with a client. ____________________

MULTIPLE CHOICE: On the answer sheet, circle the letter which represents the best response to each statement.

33. What is the approximate number of commercial radio stations in the USA? (A) 70 (B) 700 (C) 7,000 (D) 70,000

34. Of the following courses, which is most often suggested as preparation for taking the F.C.C. operators license examination. (A) Electronics (B) English (C) Speech (D) History.

35. This person is both a reporter and broadcaster. (A) Newscaster (B) Film director (C) Floor manager (D) Graphic artist.

36. The technical term for offset printing is (A) Typography (B) Sociology (C) Criptology (D) Lithography

37. In printing this person positions the COPY AND prints as they are to appear in print. (A) Cameraman (B) Sales representative (C) Supervisor (D) Assembly artist.

38. The estimated number of newspapers sold daily in the United States is (A) 6 million (B) 60 million (C) 100 million (D) 200 million.

39. This person coordinates in depth reporting, manages the day to day activities, and establishes policy for the newspaper. (A) Managing editor (B) Washington reporter (C) Syndicated reporter (D) Circulation manager.

40. Chief finders of stories are (A) Artists (B) Photographers (C) Editors (D) Reporters.

41. He corrects grammar and punctuation, marks the paragraphs, and corrects spelling (A) Editor (B) Copyreader (C) Reporter (D) Keypunch operator.

42. In advertising, this person is responsible for creating slogans. (A) Printers (B) COPY WRITER (C) Accountants (D) Media director

MATCHING cont.

30. An assigned area covered by a reporter is known as a ____________.

31. In advertising, this person is responsible for designing illustrations.
____

32. An advertising contract with a client.___________________

MULTIPLE CHOICE: On the answer sheet, circle the letter which represents the best response to each statement.

33. What is the approximate number of commercial radio stations in the USA? (A) 70 (B) 700 (C) 7,000 (D) 70,000

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36. The technical term for offset printing is (A) Typography (B) Sociology (C) Criptology (D) Lithography

37. In printing this person positions the Copy AND prints as they are to appear in print. (A) Cameraman (B) Sales representative (C) Supervisor (D) Assembly artist.

38. The estimated number of newspapers sold daily in the United States is (A) 6 million (B) 60 million (C) 100 million (D) 200 million.

39. This person coordinates in depth reporting, manages the day to day activities, and establishes policy for the newspaper. (A) Managing editor (B) Washington reporter (C) Syndicated reporter (D) Circulation manager.

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41. He corrects grammar and punctuation, marks the paragraphs, and corrects spelling (A) Editor (B) Copyreader (C) Reporter (D) Keypunch operator.

42. In advertising, this person is responsible for creating slogans. (A) Printers (B) Copy WRITER (C) Accountants (D) Media director

COMMUNICATIONS CLUSTER
Greenville News-Piedmont
Graphic Arts Department

ADDRESS: 305 S. Main Street
Greenville, South Carolina 29601

SITE COORDINATOR: Mr. Ted Ramsaur

PHONE: 298-4210

JOBS EXPLORED AT SITE:

1. Staff Photographer
2. Staff Artist
3. Lab Manager

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.

STUDENT DRESS: Men should wear dress slacks with shirt and tie. Women should wear pantsuits, dresses, or skirts and blouses. Students should not wear tennis shoes or blue jeans.

GENERAL INSTRUCTIONS: Report each morning to the office of Mr. Ramsaur, located on the second floor of the News-Piedmont Building.

ACTIVITIES: For each job you have chosen to explore within the Graphic Arts Department of the News-Piedmont, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this information in your cluster journal.

2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing. . .
   a. Define the problem or issue identified as the problem-solving exercise.
   b. Identify sources of information.
   c. Organize the information.
   d. Evaluate proposed solutions.

Complete these additional activities as they apply to the jobs you have chosen to explore.

JOB TITLE: Staff Photographer or Lab Manager: As general guidelines for your problem solving exercise (activity 3), learn to operate a camera, and shoot and develop news pictures. Submit a sample of your work to your English teacher.

Staff Artist: As general guidelines for your problem solving exercise (activity 3), create an illustration for a prescribed news story. Submit this to your English teacher

COMMUNICATIONS CLUSTER
Greenville News-Piedmont
Production Department

ADDRESS: 305 S. Main Street
Greenville, South Carolina 29601

SITE COORDINATOR: Mr. Tom Moore

PHONE: 298-4328

JOBS EXPLORED AT SITE:

1. Engravers
2. Press Operators
3. Compositors

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News-Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.

Within the production department, 58 people work in composing, 13 in platemaking, and 24 in press operations.

STUDENT DRESS: General school dress is acceptable with the exception of tennis shoes.

GENERAL INSTRUCTIONS: Report each morning to Mr. Moore's secretary on the second floor of the News-Piedmont Building.

ACTIVITIES: For each job you have chosen to explore with the production department of the News-Piedmont, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this information in your cluster journal.

Production Department

2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing. . .
   a. Define the problem or issue identified as the problem-solving exercise.
   b. Identify sources of information.
   c. Organize the information.
   d. Evaluate proposed solutions.

Complete the following activity:

JOB TITLE: Engraver, Compositor, and Press Operator: As a general guideline for your problem-solving exercise (activity 3), you will be composing the copy, preparing the plate, and assisting in preparing the press to run copies of your composition. Present a copy of this to your English teacher.

COMMUNICATIONS CLUSTER
Greenville News-Piedmont
Retail Advertising Department

ADDRESS: 305 S. Main Street
Greenville, South Carolina 29601

SITE COORDINATOR: Mr. Lewis Spence

PHONE: 298-4216

JOBS EXPLORED AT SITE:

1. Account Executive
2. Staff Artist
3. Customer Service Representative

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.

STUDENT DRESS: Men should wear slacks with shirt and tie. Women should wear pantsuits, dresses, or skirts and blouses. Students should not wear tennis shoes or blue jeans.

GENERAL INSTRUCTIONS: Report each morning to the office of Mr. Spence located on the first floor of the News-Piedmont Building.

ACTIVITIES: For each job you have chosen to explore within the Retail Advertising Department of the News-Piedmont Company, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record the information in your cluster journal.

2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing. . .
   a. Define the problem or issue identified as the problem solving exercise.
   b. Identify sources of information.
   c. Organize the information.
   d. Evaluate proposed solutions.

COMMUNICATIONS CLUSTER
Greenville Piedmont
Editorial Department

ADDRESS: 305 S. Main Street
Greenville, South Carolina

SITE COORDINATOR: Mr. Mac Hill
PHONE: 298-4260
JOBS EXPLORED AT SITE:

1. Reporter
2. Copy Editor
3. Section Editor

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.

STUDENT DRESS: Regular school dress is acceptable with the exceptions of blue jeans and tennis shoes.

GENERAL INSTRUCTIONS: Report each morning to the Editorial Room on the second floor of the News-Piedmont Building.

ACTIVITIES: For each job you have chosen to explore within the Editorial Department of Greenville Piedmont, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this information in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.
3. Complete a prescribed problem-solving exercise. In writing. . .
    a. Define the problem or issue identified as the problem-solving exercise.

3. Complete a prescribed problem-solving exercise. In writing. . .
    a. Define the problem or issue identified as the problem-solving exercise.
    b. Identify sources of information.
    c. Organize the information.
    d. Evaluate proposed solutions.

COMMUNICATIONS CLUSTER
Addressograph Multigraph

ADDRESS: 60 Camperdown Way
Greenville, South Carolina 29601

SITE COORDINATOR: Mr. Rhemar Lane
Mr. Chuck Burris

PHONE: 233-4592

JOBS EXPLORED AT SITE:

1. Technical Representative

GENERAL COMMENTS: Addressograph Multigraph is a multinational corporation employing more than 23,500 persons, located in 31 plants and 150 field offices. The cornerstones of this corporation are its duplicating and addressing machines. A sample of additional equipment developed through its research facilities would include engineering reprographics, micrographics, composition and printing equipment, data systems and terminals.

The phase of the corporation which you will be exposed to is the Service Division. It is responsible for product installation, maintenance, and parts and service operations. This division also manufactures and markets a broad line of supplies for business machines. More than one-half of Addressograph Multigraph's employees work for this division as career sales and service people. You will be visiting one of the 150 field offices.

STUDENT DRESS: Men should wear dress slacks with shirt and tie. Women should wear dresses, pantsuits, or skirts and blouses.

GENERAL INSTRUCTIONS: Report each morning to the receptionist and ask for Mr. Rhemar Lane or Mr. Chuck Burris.

ACTIVITIES: For each job you have chosen to explore within Addressograph Multigraph, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this information in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.
3. Complete a prescribed problem-solving exercise. In writing. . .

a. Define the problem or issue identified as the problem-solving exercise.
b. Identify sources of information.
c. Organize the information.
d. Evaluate proposed solutions.

COMMUNICATIONS CLUSTER
WFBC - TV

ADDRESS: 505 Rutherford Road
Box 785
Greenville, South Carolina 29602

SITE COORDINATOR: Mr. Tom Todd
PHONE: 233-4607

JOBS EXPLORED AT SITE:

1. Engineer
2. Control Operator
3. Newscaster
4. Producer - Director
5. Film Editor
6. Broadcast Technician
7. Creative Artist
8. Salesperson

GENERAL COMMENTS: WFBC-TV is owned by McClatchy News of Oakland, California. An affiliate of NBC, WFBC-TV has the 36th largest viewing audience in the nation. These broadcasts reach 3.5 million people within a radius of 100 miles. Locally, WFBC-TV has captured 40% of the viewing market, compared to NBC's 26% national average. This commanding percentage makes WFBC-TV the second most successful broadcaster of all NBC affiliates.

STUDENT DRESS: Complimentary dress clothes should be worn. For men, dress slacks, shirt and tie are necessary only with the salesperson. No tennis shoes or blue jeans for men or women.

GENERAL INSTRUCTIONS: Report each morning to the lobby of WFBC. Each student participating in one or more activities with WFBC will attend a general orientation to the site. The orientation will include both an overview and a tour of the TV and radio operations.

ACTIVITIES: For each job you have chosen to explore within WFBC-TV, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this data in your cluster journal.

2. Write a summary report, at least one page in length, for each day you are on the site.
3. Complete a prescribed problem-solving exercise. In writing . . .
    a. Define the problem or issue identified as the problem-solving exercise.
    b. Identify sources of information.
    c. Organize the information.
    d. Evaluate proposed solutions.

Complete these additional activities as they apply to the jobs you have chosen to explore.

JOB TITLE: Newscaster: As a general guideline for your problem-solving exercise (activity 3), shadow the newscaster in covering a local story. After observing and gathering facts, write the news story as script for a local news braodcast. Deliver this story to your English class in "reporting" fashion.

Salesperson: As a general guideline for your problem-solving exercise (activity 3), review the daily programming logs and identify an unsold advertising time slot. Conduct the necessary research to determine who would be a likely candidate to sell this time to.

COMMUNICATIONS CLUSTER
WFBC - AM & FM

ADDRESS: 505 Rutherford Road
Greenville, South Carolina 29602

SITE COORDINATOR: Mr. Billy Powell
PHONE: 271-9200

JOBS EXPLORED AT SITE:

1. Newscaster
2. Staff Announcer
3. Salesperson
4. Engineer
5. Broadcast Technician
6. Reporter

GENERAL COMMENTS: WFBC serves upper South Carolina, Northwest North Carolina, and Northeast Georgia. WFBC - FM is also heard in Eastern Tennessee. The studios and offices are located adjacent to WFBC-TV on Rutherford Road just inside the city limits. WFBC is the home-based station for Multimedia Broadcasting which owns 14 radio stations and five (5) television stations.

STUDENT DRESS: Dress in good taste to reflect the good image of WFBC. No tennis shoes or blue jeans.

GENERAL INSTRUCTIONS: Report each morning to the lobby of WFBC Radio, adjacent to WFBC-TV, and ask for Mr. Powell. Each student choosing to explore one or more jobs at WFBC Radio will participate in a general orientation session including both WFBC -TV and Radio.

ACTIVITIES: For each job you have chosen to explore within WFBC Radio, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this data in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing . . .
    a. Define the problem or issue identified as the problem-solving exercise.
    b. Identify sources of information.
    c. Organize the information.
    d. Evaluate proposed solutions.

Complete these additional activities as they apply to the jobs you have chosen to explore.

JOB TITLE: News Reporter: As general guidelines for your problem-solving exercise (activity 3), shadow the reporter and gather facts and opinions for reporting a local news story. Produce a three minute recording which could be used in a news broadcast. Schedule five minutes of class time with your English teacher to present this recording and some specifics as to its production to your English class.

Salesperson: As general guidelines for your problem-solving exercise (activity 3) conduct the research necessary to identify potential clients for a prescribed unsold advertising time slot. Your employer-instructor will assign the prescribed time slot and aid you in your research.

Staff Announcer & Broadcast Technician: As general guidelines for your problem-solving exercise (activity 3) develop and produce a thirty-minute tape program. You will be responsible for selecting and introducing the music, writing and recording the commercial copy, and producing a "traffic" printout of your program.

Newscaster: As general guidelines for your problem-solving exercise (activity 3), edit and rewrite news stories for a five (5) minute broadcast. Use the wire services and local stories for your copy. Schedule five minutes of time with your English teacher and deliver this news to your classmates.

COMMUNICATIONS CLUSTER
Appalachian Council of Governments

ADDRESS: Building D
Century Plaza
Greenville, South Carolina 29607

SITE COORDINATOR: Mr. Paul Morris
Phone: 242-9733

JOBS EXPLORED AT SITE:

1. Graphic Artist
2. Director of Communications
3. Communications Coordinator

GENERAL COMMENTS: The South Carolina Appalachian Council of Governments was formed by six counties and 43 cities to help them develop more efficient management procedures, to secure federal and state funds, and to develop plans for orderly growth in meeting the demands of the future. Representatives of local government bodies serve as the governing board, deciding what activities will be undertaken by the Council.

In its 11 years of existence, the Council has worked to improve law enforcement, education, lifestyles of the elderly, recreation facilities, economic opportunities, and transportation systems.

STUDENT DRESS: Men should wear dress slacks with shirt and tie. Women should wear dresses, pantsuits, or skirts and blouses. Students should not wear tennis shoes or blue jeans.

GENERAL INSTRUCTIONS: Report each morning to the receptionist in the lobby. Appalachian Council of Governments is located in Building D at Century Plaza.

ACTIVITIES: For each job you have chosen to explore within Appalachian Council of Governments, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this information in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

b. Identify sources of information.
c. Organize the information.
d. Evaluate proposed solutions.

Complete these additional activities as they apply to the jobs you have chosen to explore at this site.

JOB TITLE: Reporter: As general guidelines for your problem-solving exercise, gather the facts and organize your ideas for a local news story. Be ready to transpose this into copy when you work with the copy editor or section editor.

Copy Editor or Section Editor: As general guidelines for your problem-solving exercise, transpose the ideas and facts that you gathered as a "reporter" into copy acceptable for printing. Submit a copy of your news story to your English teacher.

MARKETING & ADVERTISING CLUSTER
Leslie Advertising Agency

ADDRESS: 1461 Cleveland Street
Greenville, South Carolina 29607

SITE COORDINATOR: Mr. Roy Ellison Jr.
Vice-President
PHONE: 271-8340

JOBS EXPLORED AT SITE:

1. Account Executive
2. Media/Research Director
3. Concept & Copy Developer
4. Art Director
5. Print Production Manager
6. Staff Artist
7. Audio Engineer

GENERAL COMMENTS: Leslie Advertising is a full service advertising agency charged with creating a variety of marketing programs for their select list of clients. Leslie produces newspaper, radio, television, outdoor, direct mail, and various printed collateral pieces to include booklets, catalogs, brochures, point-of-purchase materials, and annual reports for the firm's clients.

GENERAL INSTRUCTIONS: Report each morning to the lobby of Leslie Advertising Agency. Each student will participate in a general orientation of advertising agency operation and the fundamentals of account service.

STUDENT DRESS: Men should wear dress slacks, shirt and tie; sports coat is optional. Women should wear pantsuits, skirts and blouses, or dresses. Tennis shoes and blue jeans are not acceptable.

ACTIVITIES: For each job you have chosen to explore within Leslie Advertising Agency, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this data in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing. . .
    a. Define the problem or issue identified as the problem-solving exercise.
    b. Identify sources of information.
    c. Organize the information.
    d. Evaluate proposed solution.

Complete these additional activities as they apply to the jobs you have chosen to explore.

JOB TITLE: Account Executive & Media/Research Director: As a general guideline for your problem-solving exercise (activity 3), identify a product used by teenagers. Conduct the research necessary to determine the media and scheduling appropriate for reaching this market. Specific guidance and instruction will be given by your employer-instructor.

Concept and Copy & Audio Engineer: As a general guideline for your problem-solving exercise (activity 3), create and produce the script for a prescribed printed advertisement.

Create the script and develop the tape for a prescribed radio advertisement.

Share the tape recording with those in your English class as part of an informative speech assignment. Your employer-instructor will give you the prescriptions.

Art Director , Print Production Manager & Staff Artist: As a general guideline for your problem-solving exercise (activity 3), create and produce the visual affects which correspond to a prescribed script. Your employer-instructor will give you the prescription.

Follow your concept through production.

ORIENTATION: During orientation you will observe a videotape presentation and participate in discussions relating to advertising. Following these activities, write a summary. Include with this summary, reasons for buying advertising services.

COMMUNICATIONS CLUSTER
Keys Printing Company

ADDRESS: P. O. Box 8
Greenville, South Carolina
Congaree Road at Interstate 385

SITE COORDINATOR: Mr. Gary England - Personnel Director
PHONE: 288-6560

JOBS EXPLORED AT SITE:

1. Creative Artist
2. Phototype Setter
3. Mechanical Artist
4. Camera Man
5. Lithographic Plate-maker
6. Offset Printing Operator
7. Hot Metal Type Setter

GENERAL COMMENTS: Keys Printing is a family owned printing company, employing 120 full time employees. Additional persons are employed for school yearbook production, a seasonal operation.

STUDENT DRESS: Regular school dress is acceptable. To meet safety regulations, tennis shoes or open-toed shoes should not be worn.

GENERAL INSTRUCTIONS: Report each morning to the receptionist in the lobby. Remember that all photographs and printed materials are confidential. Reference to specific items should not be shared with those outside the program. Each student choosing one or more jobs at Keys Printing Company will participate in a general orientation session and tour.

ACTIVITIES: For each job you have chosen to explore within Keys Printing Company, participate in and be responsible for the following activities:

1. Conduct the employer-instructor interview and record this data in your cluster journal.
2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem-solving exercise. In writing. . .
   a. Define the problem or issue identified as the problem-solving exercise.
   b. Identify sources of information.
   c. Organize the information.
   d. Evaluate proposed solutions.

Complete these additional activities as they apply to the jobs you have chosen to explore.

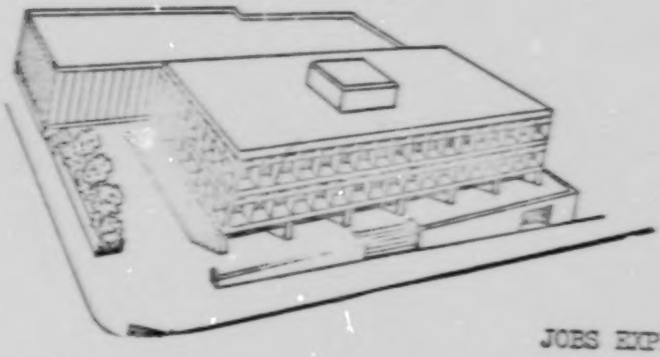
JOB TITLE: Creative Artist: As a general guideline for your problem-solving exercise (activity 3), you will be designing a layout. The specifics of this layout will be given to you by your employer-instructor.

Offset Printing Operator: As a general guideline for your problem-solving exercise, you will need to learn the theory involved in the 4-color process in printing. Develop a visual aid that will help you to teach this concept to your English class. Determine with your English teacher, a time for demonstrating this theory.

Hot-Metal Typesetter: Perform a simple typesetting exercise using the hot-metal type composition method. Deliver a sample of your work to your English teacher.

The Greenville News-PIEDMONT

GENERAL COMMENTS: Multimedia Corporation owns and operates the two daily newspapers published in the shared facilities of the News Piedmont Building. The Greenville Piedmont can trace its history to 1826; the Greenville News to 1874. The News was established after the Civil War for the purpose of ridding South Carolina of carpetbaggers rule and placing General Wade Hampton at the head of the state government. In 1919, a 17-year-old Furman University student, Roger C. Peace, worked with his father in developing a profitable paper. By 1927, the papers were owned by the Peace family and were named the News-Piedmont Company. There are more than 450 employees who get the news into print and in excess of 1000 carrier salesmen who deliver it to the public.



JOBS EXPLORED AT SITE:

1. Account Executive
2. Staff Artist
3. Customer Service Representative

henderson advertising

JOBS EXPLORED AT SITE:

1. Marketing Research Specialist

GENERAL COMMENTS: Henderson Advertising began in the old Greenville News Building in 1946 as a one man shop owned by James M. Henderson. Based on the concept of "Creativity That Sells", this agency has expanded to its present 75 office complex, employs more than 80 people, and ranks in the top 1% of all agencies in billings, making it the largest agency in the southeast.

Its success is further evidenced by the announcement of its new facilities to be located at Pelham Pointe, which will have 120 employees. This building will be unique in that it will use solar energy for its evnironmental and electrical systems.

Most of the marketing/advertising professionals at Henderson have been attracted to Henderson from major New York and Chicago agencies and client organizations.

The major Henderson clients include Textize Chemicals Company, Spray' N Wash, Fantastik, Glass Plus, K2r, Janitor-in-a-Drum, etc; Union Carbide's Simoniz; Pet Dairy's Milk and Ice Cream; Shakespeare's Sporting Goods; Homelite's Chain Saws, and others.

Leslie Advertising Agency

GENERAL COMMENTS: Leslie Advertising is a full service advertising agency charged with creating a variety of marketing programs for their select list of clients. Leslie produces newspaper, radio, television, outdoor, direct mail, and various printed collateral pieces to include booklets, catalogs, brochures, point-of-purchase materials, and annual reports for the firm's clients.

JOBS EXPLORED AT SITE:

1. Account Executive
2. Media/Research Director
3. Concept & Copy Developer
4. Art Director
5. Print Production Manager
6. Staff Artist
7. Audio Engineer

WFBC

AM/FM

GENERAL COMMENTS: WFBC serves upper South Carolina, Northwest North Carolina, and Northeast Georgia. WFBC - FM is also heard in Eastern Tennessee. The studios and offices are located adjacent to WFBC-TV on Rutherford Road just inside the city limits. WFBC is the home-based station for Multimedia Broadcasting which owns 14 radio stations and five (5) television stations.

JOBS EXPLORED AT SITE:

Broadcast Technician

Staff Announcer

Salesperson

WFBC TV

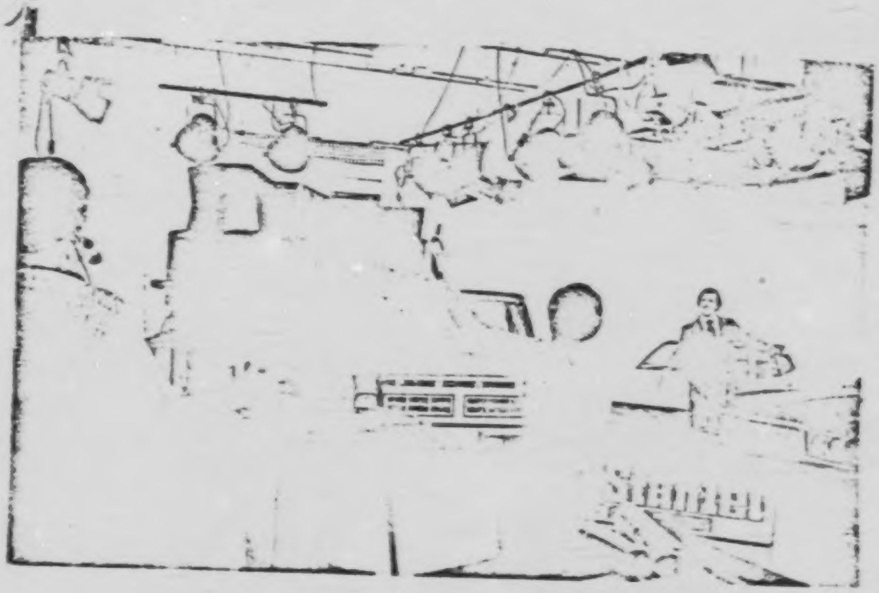
GENERAL COMMENTS: WFBC-TV is owned by McClatchy News of Oakland, California. An affiliate of NBC, WFBC-TV has the 36th largest viewing audience in the nation. These broadcasts reach 3.5 million people within a radius of 100 miles. Locally, WFBC-TV has captured 40% of the viewing market, compared to NBC's 26% national average. This commanding percentage makes WFBC-TV the second most successful broadcaster of all NBC affiliates.

JOBS EXPLORED AT SITE:

Broadcast Technician

Creative Artist

Salesperson



MARKETING AND ADVERTISING CLUSTER
Job Descriptions

SITE: GREENVILLE NEWS PIEDMONT

1. Job Title: Account Executive
   Job Description: handles advertising needs for clients; analyzes needs; develops plans; and makes approval of proposed programs; supervises in the advertising copy and art work
   Special Qualifications: understanding of what motivates people
   writing ability
   ability to visually conceptualize an idea
   able to communicate with others
   friendly, outgoing personality

2. Job Title: Advertising Staff Artist
   Job Description: creates visual affects to emphasize a point; arranges and transcribes script and visual concepts onto paper
   Special Qualifications: artistic ability
   imagination
   creativity
   visual conception

3. Job Title: Customer Service Representative
   Job Description: studies product; develops questionnaire; surveys consumers; tabulates and evaluates statistical data; develops conclusions and writes recommendations
   Special Qualifications: economics, sociology. psychology and statistical background
   college degree and usually required advanced degrees for promotion
   high level of intelligence
   writing ability

SITE: LESLIE ADVERTISING AGENCY

1. Job Title: Account Executive (offered with Media Research Director only)
   Job Description: See Account Executive for the Greenville News-Piedmont
   Special Qualifications: Same as above

2. Job Title: Media/Research Director
   Job Description: buys media time and space for clients; researches to stay adapt to the media and scheduling necessary to capture specific markets
   Special Qualifications: research techniques
   reading and analyzing

statistics and English
some clerical tasks

3. Job Title: Concept & Copy Developer (offered with Audio Engineer only)
Job Description: creates the advertising script for print, radio, television, billboards, etc.
Special Qualifications: writing skill
imagination
salesmanship
understanding of the market place

4. Job Title: Art Director (offered with Print Production & Staff Artist only)
Job Description: See Advertising Staff Artist for The Greenville News-Piedmont
Special Qualifications: Same as above

5. Job Title: Print Production Manager (offered with Art Director & Staff Artist only)
Job Descirption: responsible for producing a finished prototype ready for the printers, etc.
Special Qualifications: mechanical ability
finger dexterity
knowledge of spelling and grammar
accurate, detailed work

6. Job Title: Staff Artist (offered with Art Director and Print Production Manager only)
Job Description: See Compositor for The Greenville News-Piedmont

Special Qualifications: Same as above

7. Job Title: Audio Engineer (offered with Concept & Copy Developers only)
Job Description: produces the audio portions of television and radio advertising; readying copy; selecting special affects; operating recording control panel
Special Qualifications: good speaking voice
excellent pronunciation
correct English usage
musical knowledge
knowledge of studio equipment

SITE: WFBC AM/FM

1. Job Title: Sales Person
Job Description: sells advertising time; analyzes a product so as to advertise it affectively to the proper market
Special Qualifications: friendly, outgoing personality
persuasive
reading ability
creative writing ability

2. Job Title: Broadcast Technician
Job Descirption: set up, monitors, repairs, and maintains technical equipment; recording and field operations
Special Qualifications: mechanical interest
manual dexterity
mental alertness
team worker

3. Job Title: Staff Announcer (Offered with Broadcast Technician only)
Job Description: introduces music and programs; reads commercials, news reports and broadcasts special wants
Special Qualifications: good speaking voice
good knowledge of grammar and pronunciation
some technical skills

SITE: WFBC TV

1. Job Title: Broadcast Technician
Job Description: See Broadcast Technician for WFBC AM/FM

Special Qualifications: Same as above.

2. Job Title: Creative Artist
Job Description: develops advertisements and other items in meeting production needs
Special Qualifications: artistic ability
imaginative
creative
visual conception

3. Job Title: Sales Person
Job Description: See Sales Person for WFBC AM/FM

Special Qualifications: Same as above.

MARKETING AND ADVERTISING CLUSTER
Career Selection Sheet

*All students in this cluster will spend eight (8) days with the Marketing Research Specialist at Henderson Advertising, Inc.

ONE DAY SITES	TWO DAY SITES	THREE DAY SITES
Customer Service Representative News-Piedmont Broadcast Technician WFBC AM/FM Braodcast Technician WFBC TV	Account Executive News-Piedmont Advertising Staff Artist - News-Piedmont Account Executive & Media Research Director Leslie Advertising Concept & Copy Director & Audio Engineer Leslie Advertising Sales Person WFBC AM/FM Sales Person WFBC TV	Art Director Production Manager & Staff Artist Leslie Advertising Staff Announcer & Broadcast Technician WFBC AM/FM Creative Artist WFBC TV

MARKETING AND ADVERTISING CLUSTER
Career Selection Worksheet

Directions: Each student is to choose the jobs he/she would like to explore. These selections will be made from among those offered on the "Career Selection Sheet". Notice that the jobs vary in length, from one to three days. It will be your responsibility to design your program so that you will have a total of 14 days of explorations. All students in this cluster will be assigned to marketing research with Henderson Advertising. This site will take eight days.

Job Title	Number of Days
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
Total	(Should add up to 14 days)

*Fill in only as many spaces as is necessary to give you 14 days of explorations.

Name ________________________

MARKETING & ADVERTISING CLUSTER
Henderson Advertising, Incorporated

ADDRESS: 55 S. Pleasantburg Drive
Greenville, South Carolina

SITE COORDINATOR: Ms. Winifred Estes

PHONE: 242-5230

JOBS EXPLORED AT SITE:

1. Marketing Research Specialist

GENERAL COMMENTS: Henderson Advertising began in the old Greenville News Building in 1946 as a one man shop owned by James M. Henderson. Based on the concept of "Creativity That Sells", this agency has expanded to its pres[illegible] 75 office complex, employs more than 80 people, and ranks in the top [illegible] of all agencies in billings, making it the largest agency in the southeast.

Its success is further evidenced by the announcement of its new facilities to be located at Pelham Pointe, which will have 120 employees. This building will be unique in that it will use solar energy for its evnironmental and electrical systems.

Most of the marketing/advertising professionals at Henderson have been attracted to Henderson from major New York and Chicago agencies and client organizations.

The major Henderson clients include Textize Chemicals Company, Spray' N Wash, Fantastik, Glass Plus, K2r, Janitor-in-a-Drum, etc; Union Carbide's Simoniz; Pet Dairy's Milk and Ice Cream; Shakespeare's Sporting Goods; Homelite's Chain Saws, and others.

GENERAL INSTRUCTIONS: Report each morning to the receptionist in the lobby. Ms. Estes will meet you there and give you further instructions.

STUDENT DRESS: Formal business attire which includes dress slacks, shirt and tie for men; dresses, pantsuits, or skirts and blouses for women. Tennis shoes and blue jeans are not acceptable.

ACTIVITIES:

1. Conduct the employer-instructor interview and record this data in your cluster journal.

2. Write a summary report, at least one page in length, for each day you visit the site. Include this in your cluster journal.

3. Complete a prescribed problem solving exercise. In writing. . .
   a. Define the problem or issue identified as the problem-solving exercise.
   b. Identify source of information.
   c. Organize the information.
   d. Evaluate proposed solutions.

As a general guideline for your problem solving exercise (activity 3), students will identify and define a marketing problem, develop a questionnaire, conduct surveys and record and tabulate the collected data. Data should be supported by graphic illustration. Following these activities, students will write a report explaining how and why this project was done, the size of the survey sample, conclusions, and recommendations based on the data.

Requirements for:
Marketing and Advertising Cluster

The following activities must be successfully completed before a student can begin the career explorations. You may work at your own pace. If you are having difficulty, consult with the career guidance counselor or the Resource Room Librarian. All reading material is checked out through this librarian.

Read: "The Selling Challenge: Marketing", Career World, publisher Bernard Berkin, pp. 6-17

and

What Advertising Agencies Are
What They Do
And How They Do It, published by the American Association of Advertising Agencies, Inc.

and

Advertising: A Guide to careers in advertising, published by the American Association of Advertising Agencies

and

Jobs in Marketing and Distribution, published by Science Research, Inc. pp. 1-10

Pre-Test: You must obtain a passing grade of at least 70%. The test questions have been taken from the reading materials. After completing this reading ask the Resource Room Librarian for the test.

MARKETING AND ADVERTISING CLUSTER
Pre-Test

True or False: On the answer sheet, circle true, if the statement is true; false, if the statement is false.

1. Most advertising agencies are small, employing less than five people.

2. Traffic control refers to keeping advertising preparation on schedule to meet the production and media deadlines.

3. Freedom of speech protects an advertiser even if advertisements are false or misleading.

4. A purpose of market research is to identify the good and bad points of a particular product.

5. Large firms generally depend on advertising agencies for all their marketing research.

6. The basic principle of advertising is the more money you spend to advertise, the more profits you will make.

7. A great advertisement will get its message across to every type of audience.

8. A television station's income comes from advertisers, thus making television programming free to the consumer.

9. A college background is virtually essential for breaking into the advertising field.

10. Market interviews by telephone are the most common form of data collecting.

11. Market research companies sell the products of their clients.

Matching: On the answer sheet, write the word that is the best response to each statement.

12. An organization of business and creative people dedicated in increasing product sales.

13. Advertising term for all the channels of multiple selling.

14. Those who put the advertising ideas into words.

15. A visual which shows how the advertising will look upon production.

Marketing and Advertising Cluster
Pre-Test

16. Frame by frame, cartoon-like representation of the action of a commercial.

17. A major tool in marketing research.

18. Coordinates the many production details common to even the simplest TV commercial.

19. Calls on advertisers and agencies to Sell spell space or time for advertising.

20. Information pertaining to the age, income, educational level, etc. of one interviewed.

---

advertising agency
copywriter
demographic data
layout
media
media representative
producer
questionnaire
storyboard

Multiple Choice: On the answer sheet, circle the letter which represents the best response to each statement.

21. Of the following, which is not an example of media (a) magazines (b) text books (c) television (d) taxicab bulletins

22. One who conducts surveys to determine consumer opinion and demands for products (a) field interviewer (b) salesman (c) wholesaler (d) project supervisor

23. He determines the number of samples needed and the value assigned to each question in a survey (a) wholesaler (b) retailer (c) buyer (d) statistician

24. The middle person between the agency and its client (a) account executive (b) company president (c) media specialist (d) statistician

25. Product planners who handle the development of one product (a) salesman (b) analyst (c) brand manager (d) account executive

CAREER GUIDANCE OBJECTIVES AND CRITERIA REFERENCED ACTIVITIES FOR THE CLASSROOM TEACHER

Education is working at J.L. Mann High School

Experience-Based Career Education Program
J. L. Mann High School
61 Isbell Lane
Greenville, S. C. 29607
Phone: (803) 288-5863

Career Education

Goals

To help student understand his own abilities, needs, and attitudes relevant to career choice and continuing vocational development.

To help student acquire knowledge and skill in a specific occupational field in the professional and non-professional world of work.

To help student develop the concept of productivity for personal and social goals.

To help student develop an understanding of the interaction of people and groups.

To help student acquire knowledge of a general nature important to all individuals and basic to most vocations.

To help student acquire information about careers -- their dynamic character requirements and environments.

To help student strive for freedom in the world of work, regardless to race, sex, religion and national origin.

Objectives: (General)

1. The student will, in preparing to make wise career decisions, be able to:

    a. Relate his own personal characteristics to several occupational requirements.
    b. Describe the characteristics and requirements of different careers and occupations.
    c. Recognize his own characteristics relevant to career decisions.
    d. Plan for career development, or change.

2. The student will, in acquiring skills that are generally useful in the world of work, be able to:

    a. Use general numerical skills.
    b. Use general communications skills.
    c. Use general manual-perceptual skills.
    d. Use general information processing and decision making skills.
    e. Use general interpersonal skills.

3. The student will, in developing positive attitudes toward work, be able to:

    a. Recognize the bases of various attitudes toward work.
    b. Recognize that there is value in all work.
    c. Hold competence and excellence in high regard.

4. The student will, given three occupations, be able to recognize and describe sex biasness.

5. The student will, in improving career capabilities, be able to:

    a. Recognize that the pursuit of education and training is necessary for college preparatory programs, vocational and on-the-job training, night school and correspondence courses.
    b. Recognize that part time and summer work could gain exposure to or experience in possible career fields.
    c. Seek out people who can help him develop his interests (such as successful resource people).
    d. Visit and observe places of interests (such as Resource Sites).
    e. Recognize the importance of studying on his own initiative (materials not required by school or work).

Objectives: (Specific)

1. The student will know own characteristics relevant to career decisions:

    a. Be aware of own current abilities and limitations.
    b. Be aware of own interests and values.
    c. Seek knowledge of themselves.

2. The student will know the characteristics and requirements of different careers and occupations:

Objectives: (General)

1. The student will, in preparing to make wise career decisions, be able to:

    a. Relate his own personal characteristics to several occupational requirements.
    b. Describe the characteristics and requirements of different careers and occupations.
    c. Recognize his own characteristics relevant to career decisions.
    d. Plan for career development, or change.

2. The student will, in acquiring skills that are generally useful in the world of work, be able to:

    a. Use general numerical skills.
    b. Use general communications skills.
    c. Use general manual-perceptual skills.
    d. Use general information processing and decision making skills.
    e. Use general interpersonal skills.

3. The student will, in developing positive attitudes toward work, be able to:

    a. Recognize the bases of various attitudes toward work.
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    c. Hold competence and excellence in high regard.

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5. The student will, in improving career capabilities, be able to:

    a. Recognize that the pursuit of education and training is necessary for college preparatory programs, vocational and on-the-job training, night school and correspondence courses.
    b. Recognize that part time and summer work could gain exposure to or experience in possible career fields.
    c. Seek out people who can help him develop his interests (such as successful resource people).
    d. Visit and observe places of interests (such as Resource Sites).
    e. Recognize the importance of studying on his own initiative (materials not required by school or work).

Objectives: (Specific)

1. The student will know own characteristics relevant to career decisions:

    a. Be aware of own current abilities and limitations.
    b. Be aware of own interests and values.
    c. Seek knowledge of themselves.

2. The student will know the characteristics and requirements of different careers and occupations:

a. Know the major duties and required abilities of different careers and occupational families.
b. Know differences in work conditions among and within occupational families.
c. Know the requirements for occupations.
d. Be aware of the impact of social changes on occupations.
e. Know important factors that affect job success and satisfaction.
f. Seek information about occupations in general or about specific jobs.

3. The student will be able to relate his own personal characteristics to occupational requirements:

a. Associate his own abilities and limitations with possible success in present or future occupational pursuits.
b. Relate personal interests and values to job characteristics and occupations.

4. The student will be able to plan for career development or change:

a. Consider relevant factors in planning toward an occupation or career.
b. Be aware of alternative career choices or occupations and consider the consequences of career change.

5. The student will be able to use general numerical skills:

a. Perform calculations and transactions involving money.
b. Understand numerical values in graphs, charts, and tables.
c. Use measurements, equivalents, ratios, and proportions. (example- time and distance measures in miles per hour; scale down the ingredients in mixtures; calculate miles per gallon of gasoline)
d. Compare numerical values (compare interest rates of money lenders, earnings from payments per hour versus piece work)
e. Estimate numerical quantities (cost of weekend trips, interest on principal and sum of interest and principal)

6. The student will be able to use general communication skills:

a. Communicate understandably
b. Understand communications
c. Interact verbally with others
(participate in role-playing activities, explain processes, tell how to do tasks and write job application letters, follow directions, understand information given by counselors about registering for courses, preparing for careers and planning school activities, understand codes and symbols and participate in panel discussions and take notes in interviews.

7. The student will be able to use general manual-perceptual skills:

a. Use common tools and equipment.
b. Make and assemble, using appropriate materials.

c. Adjust, repair, and maintain.
d. Read displays and scales.
e. Make visual representations (tools such as socket, miter, boxes and equipment such as typewriters, calculators, collate and staple papers, set plants and trees, adjust focus and hold controls on TV sets, read instruments on automobile dashboards, draw organizational charts).

8. The student will use general information-processing and decision making skills:

   a. Learn efficiently and remember specifics, procedures and principles which are frequently needed in his work (example: typing).
   b. Apply concepts, principles, and procedures in circumstances different from those in which learned (example: use knowledge of foods to plan and prepare meals).
   c. Analyze information and define problems (distinguish relationships between the requirements of common occupations and the content of school subjects).
   d. Collect and organize data (arrange own study plans; outline compositions).
   e. Develop and evaluate alternative (estimate the probabilities of succeeding academically at several different kinds of schools; develop several plans for financial support during education or training).
   f. Make decisions or choose alternatives in terms of relevant criteria (example: select several schools to apply for admission after determining those that offer factors relevant to personal goals such as scholastic standards, financial aid, ans opportunity for independent study).
   g. Devese plans, new ideas, and better ways of doing things (outline plans for carrying our complex tasks such as tutoring other students; coordinate schedules for work and extracurricular activities).
   h. Implement and modify plans on the basis of feedback (seek employment if unable to obtain admission to school when first desired; modify techniques in sports by learning from mistakes).

9. The student will be able to use general interpersonal skills:

   a. Interact constructively with supervisors (attempt to understand responsibilities of persons in authority).
   b. Provide effective leadership (elicit better effort from others by good example, encouragement, and enthusiasm).
   c. Work effectively with peers, co-workers and others (consider time schedules and work demands of others and coordinate own activities accordingly).

10. The student will be able to recognize the bases of various attitudes toward work:

    a. Recognize that people have different attitudes toward work (examples: some people work only for money; some find their work absorbing and rewarding; some avoid looking for jobs; and some people place work second in importance to other more personally meaningful activities).

b. Recognize that there is value in all work.

c. Hold competence and excellence in high regard (encourage others to develop and use their skills and abilities to achieve maximum competence; accept the diversity of life styles of others).

PREPARING STUDENTS TO MAKE WISE CAREER DECISIONS

OBJECTIVE:

I. A student should know own characteristics relevant to career decisions.

EXAMPLE

1. A student should be aware of own current abilities and limitations.
2. A student should be aware of own current interests and values.
3. A student should seek knowledge of himself.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
Goal Setting Questionnaire	Discuss career goals with students. Let students share personal goals.
Goals in Life Questionnaire	Group and individual discussion.
Self-Appraisal Inventory	Individual check-list. Teacher to assist with reviewing results after student has self-scored.
Interest and Ability Inventory	Check-list. Compare interests and abilities with positive characteristics.
What Do You Value?	Check-list. General group discussion of responses.
Attitudes and Interest Questionnaire	Self-assessment
Teacher made surveys	From advisor

OBJECTIVE:

II. A student should know the characteristics and requirements of different careers and occupations.

EXAMPLE

. A student should know the major duties and required abilities of different careers and occupational families.
. A student should know differences in work conditions among occupational families.
. A student should know entry requirements for occupations.
. A student should be aware of the impact of social and technological changes .
. A student should know important factors that affect job success and satisfactions.
. A student should seek information about occupations in general or about specific jobs.

RESOURCES–MATERIALS	ACTIVITIES · STRATEGIES
Occupational Outlook Handbook (Latest edition	A copy of this book is in the Library and EBCE.
Dictionary of Occupational Titles	Library and EBCE
Handbook of Job Facts	EBCE
Special pamphlets for various careers	EBCE and Library
Community resource people	Suggested list from Counselor
AV Material	Refer to list of material which is located in EBCE and Library

OBJECTIVE:

III. A student should relate own personal characteristics to occupational requirements.

EXAMPLE

1. A student should associate own abilities and limitations with possible success in present or future occupational pursuits.
2. A student should relate personal interests and values to job characteristics and occupations.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
	Review results of questionnaires, inventories and check-lists with counselors, advisors and resource people. Seek help from counselors in relating own characteristics to occupational requirements.

OBJECTIVE:

IV. A student should plan for career development or change.

EXAMPLE

1. A student should consider relevant factors in planning toward an occupation or career.
2. A student should be aware of alternative career choices or occupations and consider the consequences of career changes.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
	Provide students with opportunities to discuss plans and career problems with advisors, counselors, parents, employers, teachers, principals, clergymen, community resource people and community agency personnel.

Name ______________________________ Date ______________

GOAL SETTING

1. What is (are) your career goal(s) right now?

2. What jobs might you hold as a part of that career?

3. Where are some places where you would expect to find these jobs?

4. What are the main reasons why you have chosen this career goal for yourself?

5. Do you foresee any conflict or changes in yourself that might prevent you from achieving your goal? If so, what might you do about them?

For example, ask each student to code each response with:

CG–Current Glad. This is now happening to me this way and I'm glad.

CNG–Current Not Glad. This is now happening to me and I'm unhappy about it.

NHG–Not Happening Glad. This is the way I want it.

NHW–Not Happening Wish. This is not now happening this way, but I wish it were.

	CG	CNG	NHG	NHW
1. I plan my own schedule for doing chores at home.				
2. My homework gets done according to a strict time schedule.				
3. My social life is restricted to weekends.				
4. I wake up each morning at the same time.				

	CG	CNG	NHG	NHW
5. I spend as much time reading as possible.				
6. I spend time each day talking on the telephone.				
7. I meet friends daily to share ideas.				
8. I think through problems by myself.				
9. I spend most of my time with others.				
10. My family provides me with a time schedule.				
11. If I have problems, my parents give me answers.				
12. I get a regular weekly allowance.				
13. I get an allowance that varies with my needs.				
14. My allowance varies according to my chores.				
15. I take my own time about doing things.				

	CG	CNG	NHG	NHW
16. I work at a rapid pace.				
17. I follow instructions carefully.				
18. I change the directions of instructions when I make things.				
19. I get ideas about things before my friends do.				
20. I am the one to try new things first in my group.				
21. I keep up with new styles.				
22. I am cautious about making new friends.				
23. I would rather work long hours on a chore than spend an hour daily over many weeks to complete it.				
24. I finish every chore that I start.				
25. If my parents keep reminding me, I get things done on time.				
26. I eat dinner at the same time every day.				

	CG	CNG	NHG	NHW
27. I plan my social activities carefully.				
28. I have too many things to do.				
29. I have enough money to do all the things I want.				
30. I save money for all the things I want to buy.				
31. I keep a time budget.				
32. I keep deadlines that are set for me.				
33. I am always surrounded by friends.				
34. I have a definite place to do my homework.				
35. I take things as they happen.				
36. I change my tasks frequently.				
37. I find out everything I can about a topic.				
38. I lose interest quickly if a task takes a long time to complete.				

	CG	CNG	NHG	NHW
39. I seek friends who can do things better than I can.				
40. My friends are different from me.				
41. My friends ask me for advice.				
42. I have to organize social affairs for my ffiends.				
43. I have a great many clothes.				
44. I take many things with me on vacation.				
45. My time is sometimes wasted.				

5-0?

GOALS IN LIFE - FOR ____________________

ecide what you want - Decide what you are willing to give up to get what you want.
stablish your priorities and go to work.

hysical Goals: (weight, size strength, endurance, etc.) ____________________
____

inancial Goals: (income, net worth, etc.) ____________________
____

piritual Goals: (time in worship, study. courses, prayer, witnessing, etc.) ________
____

areer Goals: (job, business or profession desired, height to climb, etc.) ________
____

amily Goals: (time together, projects, trips, etc.) ____________________

ental Goals: (books per month, courses for self-improvement, etc.) ________

ocial Goals: (clubs or community projects, friends, etc.) ____________________

ajor obstacles to reaching my:

Physical Goals: ____________________

inancial Goals: ____________________

Spiritual Goals: ____________________

areer Goals: ____________________

amily Goals: ____________________

ental Goals: ____________________

Social Goals: ____________________

Things I'm willing to give up to reach my goals: ____________________
____
____

Before undertaking any new assignments or making significant changes ask yourself -
1. Is it morally right and fair to all concerned?
2. Will I be able to make a significant contribution?
3. Will it take me closer to any of my objectives?

Name ______________________________ Date ________________

ATTITUDES AND INTERESTS

Directions:

How would you complete the following sentences? Write your responses in the space provided.

1. When I have time to do just as I please, I like to ______________

____

____

2. Things I like to do with my brothers and sisters are ______________

____

____

3. A boy or girl becomes a leader in school because ______________

____

____

4. The equipment or tools that I have used that I like best are ________

____

____

5. I do/don't like to read ______________________________

____

____

6. I do/don't like pets because ______________________________

____

____

____

ATTITUDES AND INTERESTS, continued

7. Most people sometimes feel afraid. Some of the things that make me afraid are ____

____

____

8. School rules I find hardest to obey are ____________________

____

____

9. If I were going to be in a show/play, the kind of person I would like to be is ____

because ____

____

10. I do/don't like to participate in sports because ______________

____

____

Exercise A

Interest and Ability Inventory

Name: ______________________ Date: ________________ Grade: ________

Instructions:

A. Place a check in the left hand column marked "Interests" if you have interest in the area described in the middle column.
B. Place a check in the right hand column marked "Abilities" under the heading which best describes your ability in the area listed in the middle column.
C. Answer the questions at the bottom of the page, being as honest with yourself as possible.

Interests			Abilities	
		Above Average	Average	Below Average
	1. Leadership			
	2. Working with people			
	3. Persuasive work			
	4. Art			
	5. Creative writing			
	6. Math			
	7. Clerical work			
	8. Mechanical			
	9. Physical activity			
	10. Working with hands			
	11. Music			
	12. Speaking			
	13. Memory work			
	14. Other (write in)			

1. Which areas do you have both interest and average-to-above-average ability?

____

2. Which areas do you have neither interest nor ability?

____

3. How might this information affect your career choice?

____

4. Name at least five (5) careers in which you could combine your special interests and average-to-above-average abilities.

____

____

Exercise B **Positive Characteristics Inventory**

This is an inventory to help you evaluate the positive characteristics about yourself. Place a check beside each characteristic which you exhibit either often or almost always. Those that apply to you occasionally or almost never should be left blank. These may help you identify those characteristics which you would like to improve in yourself.

	Often	Almost Always
1. Loyal		
2. Unselfish		
3. Fair and impartial		
4. Tactful		
5. Self-reliant		
6. Creative		
7. Sincere		
8. Optimistic		
9. Poised		
10. Hard-working		
11. Responsible		
12. Honest		
13. Patient		
14. Dependable		
15. Friendly		

Once students have completed their Positive Characteristics Inventory, have them consider the following things:

1. How can I use my strengths to advantage in a career?
2. What kinds of careers would require the positive characteristics I have?
3. What characteristics do I need to improve if I am to have the job I really want?

Exercise C

Career Decisions

Name: ______________________________ Date: ______________________ Grade: __________

Place your Interest and Ability Inventory and your Positive Characteristics Inventory on the desk in front of you.

Complete the Career Decisions form using data from the two inventories.

1. List the careers from exercise A which you felt best met both your interests and abilities.
   a.
   b.
   c.
   d.
   e.
   Add any others you can think of now.
   f.
   g.
   h.
2. List the careers from exercise B (Positive Characteristics Inventory) which you felt might require the positive characteristics you and others felt you had.
   a.
   b.
   c.
   d.
   e.
   Add any others you can think of now.
   f.
   g.
   h.
3. Do any careers show up on both of your lists? List those here:
   a.
   b.
   c.
   d.
   Add any others that fit with your interests, abilities, and positive characteristics.
   e.
   f.

Now rank-order each of these careers listed in question 3, with No. 1 being that career which you are most interested.

Look at your first three (3) choices. Are any of the three (3) careers those which you have seriously considered? If so, go on to exercise D. If not, list here any other careers in which you are interested.

a.

b.

c.

Determine whether or not these career really match your interests, abilities and positive characteristics.

Exercise D

Career Goal Planning Sheet

Name: ______________________ Date: ______________ **Grade:** ______

Instructions:

In exercise C you completed a Career Decisions form in which you rank-ordered three (3) careers that you are interested in pursuing.

Fill out one of these Career Goal Planning Sheets for each of the three (3) careers.

Information may be gathered in your school or public library, school guidance or Occupational Specialists Office, or from career pamphlets and brochures.

Name of Career ______________________________________

Rank-order of career 1 2 3 (circle appropriate one)

Major responcibilities in career: ______________________________________

____

Skills Required	How I rate my ability in these skills				
	Excellent	Good	Satisfactory	Needs Improvement	Other
1.	____	____	____	____	____
2.	____	____	____	____	____
3.	____	____	____	____	____
4.	____	____	____	____	____

Education or training required	Education or training I need
1. ______________________	______________________
2. ______________________	______________________
3. ______________________	______________________
4. ______________________	______________________

Personality traits necessary	How I rate in these personality traits				
	Excellent	Good	Satisfactory	Needs Improvement	Other
1.	____	____	____	____	____
2.	____	____	____	____	____
3.	____	____	____	____	____
4.	____	____	____	____	____

Other Requirements for Career	Things I need to do to fulfill these requirements
1.	______________________________
2.	______________________________
3.	______________________________
4.	______________________________

Decision-Making

1. Would this be a good career choice for you? Yes _____ No _____ Maybe _____

Why? ____

____

If it is not a good career choice, what other careers would you like to learn more about?

a.

b.

c.

c.

Choose at least one of these and complete another Career Goal Planning sheet.

SELF-APPRAISAL INVENTORY

YOU ARE BEING ASKED TO APPRAISE YOURSELF AGAIN! Answer the following questions as completely as you can.

No matter what type of job you seek, your inventory will be a basic tool in your search. The inventory will contain the information you need to present your qualifications at an interview and be your source for the facts, dates, and other information you will give an employer. If you have never held a job, refer to your work at school as your employment experience.

To prepare your inventory, follow the outline. Use a separate sheet of paper.

1. Work history.

   List all of your jobs, including part-time and summer. For each job, give the name and address of your employer, your job title, the details of your duties, and the dates you were employed. Then ask yourself:

   What did I like about each job? Why?
   What did I dislike about each job? Why?
   Why did I leave?

2. Skills and abilities. Ask yourself:

   What personal qualities do I have that make me good at certain work?

   Think back over your experience at work and in school and volunteer activities. Try to be honest with yourself. What are your strong points? Examples might be: initiative, imagination, leadership, ability to organize, willingness to follow orders, interest in details, or ability to work with people.

   What did I learn in a past job that I can use in another position? (For example, operation of a machine or office equipment, or blueprint reading.)

3. Education.

List the schools you have attended, the dates, and the principal courses you took. Then ask yourself:

What courses or training did I like best and why?
What courses or training did I dislike and why?

Now list your scholarships or honors and your extracurricular activities.

Your activities may be a significant part of your job qualifications (for example, work on the school newspaper). Even if they are not directly related to a job, activities may help you decide what your best talents and interests are. (For example, do you enjoy sports, recreation, and outdoor activities? Did you excel on the debate team? Are you good at organizing a group to do a job?)

4. Interests, talents, and aptitudes. Ask yourself:

What are my hobbies or volunteer activities?
What are my special talents or aptitudes? For example, can I fix a car? play a musical instrument? speak another language besides English?
Am I good at drawing or painting?
What do I learn most easily?
How can I relate my talents and interests to a job?

5. Physical condition. Ask yourself:

Does my physical condition limit me in any way?

6. Career goal. Ask yourself:

What kind of work do I want to be doing five or ten years from now?
What sort of job should I seek now in order to prepare for my goal?

7. Jobs I want.

Considering all the information in your inventory, list the types of jobs you feel you are best qualified for and want. List them in order of your preference.

Name ______________________________ Date ____________

VALUES/OCCUPATIONS/JOBS

Directions:

Your occupational preferences reflect values that are important to you. Here is a list of values. Pretend that you hold these values and think of a job or occupation which would satisfy them. If you think of some values not mentioned, feel free to add them to the list.

1. I am seeking adventure, excitement, and danger! I want to be a ____________
2. Money is my chief goal. My job will be that of a ____________
3. I like helping others. I want to be a ____________
4. I want security so I will choose an occupation like ____________
5. Some people like crowds, but I like being alone: I think I would like to be a ____________
6. I want to be independent and be my own boss. Nobody tells me what to do. So my job will be that of a ____________
7. I am a responsible person and enjoy being the leader of anything I am involved in. I want to be a ____________
8. Gaining knowledge and learning new ideas are important to me. I want to hold an occupation in which I can be a ____________
9. Stars are in my eyes and I am seeking fame! I want to be a ____________
10. I want to be in a job with power and authority over others. Should I be a ____________
11. I value my religion and feel it is an important part of my life. I would like to hold a job like that of a ____________

12. The job I hold will be stable, one with very few changes. I think I'll be a ________________

13. New places and new people interest me. I want a job involving change and a variety of tasks. I'd like to be a ________________

14. I want people to notice me, to recognize me and give their approval of my work. I think I could get this if I were a ________________

15. They call me fun-loving, happy-go-lucky Charlie. I want to hold a job in which I have fun and pleasure. I'd like to be a ________________

Put an X in front of five sentences with values that most appeal to you.

Rank those values that you have marked with an X in the order of importance to you. Start with the value you consider most important and put them in descending order.

OBJECTIVE: A student should have generally useful numerical skills.

EXAMPLE

1. A student should perform calculations and transactions involving money.
2. A student should understand numerical values in graphs, charts, and tables.
3. A student should use measurements equivalents, ratios, and proportions.
4. A student should compare numerical values.
5. A student should estimate numerical quantitives.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Newspaper	Calculate sales tax Calculate interest and carrying charges. (Use sale items from used paper)	40 min.
Weekly income or allowance	Make budget for weekly income or allowance.	40 min.
Newspaper	Read stock market proces	25 min.
Federal & State Tax Tables	Read income tax tables Teacher will assist students with learning how to complete short forms for income taxes.	3-25 min.
Dictionary (linear measurement table)	Convert linear, time, liquid, and weight measures.	25 min.
Recipe Book	Scale down ingredients in mixtures	
Loan Companies	Compare interest rates of money lenders	25 min.
Banks		25 min
Map	Estimate distances between cities, lengths of rooms, costs of weekend trips areas of geometric figures such as rectangles.	25 min.

OBJECTIVE: A student should have generally useful communication skills.
A student should have wmployment seeking skills.

EXAMPLE

1. A student should communicate understandably.
2. A student should understand communication.
3. A student should interact verbally with others.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES	TIME
Job Interviews	Group discussion Have students role-play (employer-employee)	2 - 25 min. periods
Job Interest Profile	Group and individual discussions of students	2 - 25 min. periods
Meeting the Requirements	Have students bring three (3) want ads for this exercise. Have students review hiring standards at home.	
Simulations	Have students role-play	Several Advisee Periods

H5

OBJECTIVE: A student should have generally useful information processing and decision-making skills.

EXAMPLE

1. A student should learn efficiently and remember specifics, procedures, and priciples which are basic to further learning; apply and analyze information.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Resume	Have brief discussion on preparing a resume	25 min.
Cover letter	Distribute sample resume	
Letter of Application	Distribute and discuss sample application	25 min.
	Have students prepare a resume and a letter of application	

HS

OBJECTIVE: A student should have generally useful interpersonal skills.

EXAMPLE

1. A student should know how to interact constructively with supervisors.
2. A student should work effectively with peers, co-workers, and others.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Interpersonal Skills List	Group discussions	3 - 25 min. periods

LETTER OF APPLICATION - GUIDELINES

In many fields of work, writing a letter of application is the customary way to ask for a personal interview. This is particularly true in the following cases:

1. When the employer you wish to contact lives in another city or town.
2. As a cover letter when you are mailing a resume.
3. When you are answering a want ad.

The following guidelines will help you write a letter of application:

1. Write neatly, using care in sentence structure, spelling, and punctuation. (Type if possible.)
2. Use a good grade of business-size white bond paper.
3. Address your letter to a specific person, if possible. (Use city directories or other sources for information.)
4. State exactly the position you are seeking and why you are applying to the particular firm. Note how you learned of the position.
5. Be clear, brief, and business-like.
6. Enclose a resume.

Letters of application will vary considerably depending on the circumstances in which they are used.

Use a blank sheet of paper to write a LETTER OF APPLICATION to a potential employer.

SAMPLE APPLICATION FOR EMPLOYMENT

Date ______________________________

Social Security No. ____________________

MR. ( )
NAME MS. ( ) ______________________ Spouse's name, if married: __________

ADDRESS ____
No. and Street City State Zip

Tel. No: ____ U.S. Citizen Yes ☐ No ☐
Residence Can be reached

Height ____________ Weight ________ Date of Birth ____________________

Single ☐ Married ☐ Separated ☐ Divorced ☐

Number of Children ________ Ages ______________________________

What special training or skills do you have? ______________________________

____

____

Job Desired ______________________ Salary Desired $ ______________

Do you have a valid Motor Vehicle Operator's License? Yes ☐ No ☐

Has your operator's license ever been suspended or revoked? Yes ☐ No ☐

Do you have automobile Liability Insurance? Yes ☐ No ☐

Limits $ ____________ and $ ____________

INSTRUCTIONS FOR PREPARING A RESUME

The purpose of a good resume is to present, in outline form, a picture of your qualifications to hold a job. A resume is extremely important because it is often the first glimpse a potential employer may have of you. It is, in a sense, an advertisement of you and must be done as carefully as possible. Many entry-level jobs do not require resumes, but you may need a resume in the future.

There is a standard format for resumes but you may want to experiment some with your own creativity to create one that is "you." Don't overdo it, though: pale yellow paper may be all right, but purple polkadot definitely is not! A resume should be dignified.

Your information should be as concise as possible. The reader should be able to skim quickly down the page and pick up as many details as possible. You may use phrases instead of complete sentences (leave out "I," "my," "mine," etc.). Choose verbs which will convey more than one meaning: "initiated," "organized," "was responsible for," "produced," etc. Be careful, though, that it doesn't sound like you copied the dictionary--keep your own language usage in mind.

A resume should contain some standard information and it should appear in order of importance. This basic data includes: (1) personal data; (2) career or job objective; (3) education; (4) previous employment and experience; (5) interests, talents, community involvement; (6) references.

Personal Data

Center this information at the top of the page:

Your full name (no nicknames). If you have a middle name, use it or the initial.

Your address in full, including number, street, town or city, state, and zipcode. Do not abbreviate.

Your telephone number, including area code.

Your birthdate, age, and marital status are optional, but if you do decide to use them, put them at the end of the resume.

Career or Job Objective

A statement of your goal is optional and generally is only used in two situations:

1. If you have one specific skill or interest area and are looking for jobs only in that area.
2. If you are typing a new resume for every job opening you apply to and want to spend the time changing your goal to fit the title or description of the individual job.

If your job search requires the duplication of a large quantity of resumes and if you are looking for a job in more than one area, you can leave out this section and put your goal in your cover letter.

Education

This part is particularly important when you are starting out on your career. Begin with the last school you attended and work backwards. In the future, if you attend college, indicate your degree (if you received one), name of the college, its location, and dates of attendance. If you did not receive a degree, but attended college, list the college, its address, the dates you attended, and your major area of study. List the junior high school and elementary school you attended, too, with their addresses and dates attended. List any honors you have received.

If you have no previous working experience, list the courses you have taken which are related to the position for which you are applying.

Previous Employment and Experience

In this section, list all the jobs you have held, starting with the present one and working backward in time. Give the dates of employment, the employer, the address, your position by title, and a brief description of what you did.

If you have never held a formal, paying job, use this section to list any experiences you might have had which show your job-related capabilities: for example, a scouting project, a fund-raising drive, a volunteer experience with children, a church-school teaching responsibility. In other words, think of all the things you've done which illustrate your skills and ability to accept responsibility.

Interests, Talents, Community Involvement

If you have not used your community service and volunteer experiences in "Previous Employment and Experience," put them here. (Do not mix paid employment with volunteer work.)

List some of your hobbies and interests--particularly if they apply to the kinds of jobs which you are seeking.

References

References can be included as the last entry in your resume or separately in your cover letter or application form. If your resume is not too lengthy, include references but omit them if they will make your resume more than two pages long.

Give the name, address, position, and phone number of people who can supply information about your character or abilities. Unless otherwise specified, preference should be given to people for whom you have worked. List people who know you well and who are considered successful or well-known in the community. Your clergyman is always a good choice. Other choices may include professional people, such as teachers, counselors, and school administrators. Still other possibilities are business people with whom you have been in close contact. Be prepared to list three to five references.

Do not list people as references if you have not asked permission to do so. You should ask people if you can use their names as references. Most people are honored, but if some do not want to be listed, they might give you a poor reference.

Do not list people as references whom you suspect wil', or can, say something negative about you.

Have your resume typed on good-quality paper and limit it to two pages. Remember, this is an outline, not a two-volume autobiography. You will have an opportunity to tell more about yourself in your cover letter and interview.

For the best visual effect, see if you can fill the page, and don't use two unless you can fill it also. If you find yourself with a half-blank page, play with your margins and spacing until it looks right.

Sample Resume

JANE LYNN JONES
4222 Hilltop Drive
Chickasaw, Pennsylvania 19062

(215) 674-2817

OBJECTIVE

An entry-level clerical position in the publishing field

EDUCATION

Chickasaw Senior High School, Chickasaw, Pennsylvania — Graduated: June 1976

Course work included Honors English, Advanced Typing and Stenography, Business Education, and Accounting.

Honors: Journalism Award for outstanding essay
Citizenship Award

Lee Junior High School, Chickasaw, Pennsylvania — 1970 - 1973

Freshman Class Treasurer
Member Student Council

Clivedon Elementary School, Chickasaw, Pennsylvania — 1964 - 1970

EXPERIENCE

Typist, The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania

As a work-study student, began as errand girl and advanced to regular typist. Responsible for preparing copy for Editor-in-Chief.

Part-time: January 1975 - present

Resume
of
JANE LYNN JONES

Page Two

COMMUNITY SERVICE, INTERESTS, HOBBIES

-- Candy Striper, Community Hospital, Richmond, Pennsylvania: 1974 - present

-- March of Dimes Walkathon participant: 1974, 1975, 1976

-- Studied piano for eight years

-- Maintain a small dressmaking business

-- Design and sew my own clothes

REFERENCES

Mr. James Polk, Editor-in-Chief
The Daily Standard, 409 Main Street, Chickasaw, Pennsylvania 19062
(215) 674-7639

Mrs. Hanna McCoy, Supervisor of Volunteer Services
Community Hospital, 626 Ridge Road, Richmond, Pennsylvania 19065
(215) 682-6000

Mrs. Marilyn Robbins, English Teacher
29 West High Street, Chickasaw, Pennsylvania 19062
(215) 674-8496

EMPLOYMENT SIMULATIONS

Simulation 1

This is the first time you've ever been interviewed for a job and you're nervous. You arrived at the office an hour before your scheduled interview. You've had a chance to talk with two other applicants for the same job. They all have finished high school and are in college. You're just a junior in high school. You're not sure you have a chance now. It's time for your interview.

Role-play your behavior while someone else acts as the potential employer.

Simulation 2

You are applying for a job and are being interviewed. You feel sure you can do the job of file clerk but you lack the experience. The ad said, "Experience preferred." In a telephone conversation, the employer told you someone with no experience would be considered if they were convinced the applicant could do the job.

During an interview, convince the employer you are the right person for the job.

Simulation 3

You are filling out an application for a job that you want very much. There are several other people applying for the job. As you begin to read the application, you panic. There are lots of words you don't know. You go on, answering as many questions as you can. When you complete the form, you notice you have left many spaces blank. One by one the other applicants turn in their forms and wait for their interviews. Finally, it is your turn. The interviewer gives you a cold stare when you walk in.

Role-play your behavior while someone acts as the interviewer.

Simulation 4

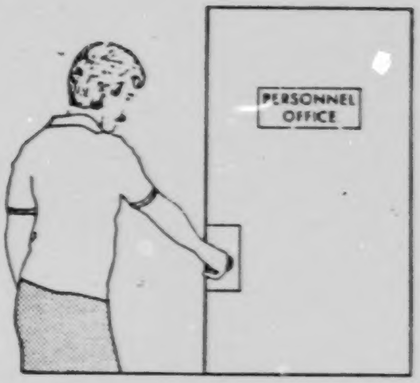
You are applying for a new and exciting job. You are required to have two recommendations from your high school teachers. You didn't get along too well with most of your teachers or with many of the students. Since high school, however, you've matured considerably. Relatives and people who have known you for years constantly comment on your improved behavior and attitude. How can you convince the high school teachers to recommend you, the class troublemaker, favorably?

Role-play a conversation requesting a letter of recommendation.

Name ______________________________ Date ______________

MEETING THE REQUIREMENTS

What does it take to get hired for a job? Of course, requirements are different for each level of employment . . . and specific job.



Directions:

We have selected three want ads. Pick one of them and list some of the hiring standards that may be used to differentiate between applicants.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

On the following pages are some selected jobs and the hiring standards that have been applied in filling them. Of course, every job is different, but these examples may indicate the level of preparation that even entry-level jobs may demand in these technological times.

Hiring Standards*	Cashier/Clerk	Bank Teller	Machine Operator Production
Hiring inexperienced?	100% Yes	86% Yes	92% Yes
Prefer previous work experience?	42% Yes	90% Yes	91% Yes
How important are references?	66% Important	75% Important	27% Important
How long to train experienced worker?	1.0 Weeks	2.8 Weeks	2.6 Weeks
How long to train inexperienced worker?	2.2 Weeks	7.2 Weeks	29.0 Weeks
Reasons to reject	Appearance Poor work history Test results	Appearance Poor job potential	Attitude Poor work history
Tests for screening?	20% No	77% No	57% No
Hiring decision based on ability to perform this job or higher job?	78% This Job	74% This Job	95% This Job
Men versus Women	9% Men 83% Women 8% No Difference	31% Men 10% Women 59% No Difference	96% Men 4% Women
Age group preferred	44% 30 to 45 38% 22 to 29 5% 19 to 21 13% No Difference	33% 30 to 45 30% 22 to 29 22% 19 to 21 15% No Difference	58% 30 to 45 15% 22 to 29 5% 19 to 21 22% No Difference
Policy on hiring persons under 21	22% Favorable	70% Favorable	72% Favorable
Marital status preferred	56% No Difference 44% Married	76% No Difference 24% Married	15% No Difference 85% Married

*Source: U.S. Department of Labor

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Minimum level of education required	8% High School 36% Some High School 22% Eighth Grade 25% None 9% Uncertain	52% High School 24% Some High School 4% Eighth Grade 20% None	2% High School 13% Some High School 78% None 7% Other
Equally qualified in all respects except education, prefer	14% Some College or College Degree 44% Academic H.S. 10% Some High School 32% Uncertain	10% College Degree 63% Academic H.S. 10% Voc. High School 2% Some High School 5% Read and Write 10% Other	2% Academic H.S. 58% Voc. High School 6% Some High School 11% Read and Write 23% Uncertain
How important is education?	45% Important	78% Important	23% Important
How important is ability to read and write English?	69% Important	95% Important	58% Important
If worker is unable to complete application form, how does this affect decision to hire?	61% Not Hire	86% Not Hire	49% Not Hire
Attempt made to determine worker's aptitude?	40% Yes	100% Yes	11% Yes
Attempt made to determine worker's interest and/or temperament?	45% Yes	100% Yes	66% Yes
Attempt made to determine worker's personality?	56% Yes	100% Yes	5% Yes
How important is appearance?	83% Important	100% Important	15% Important
Attempt made to determine worker's physical capacity?	83% Yes	95% Yes	43% Yes

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Hire workers with police records?	33% No	72% No	42% No
Does worker's record of stability of employment affect decision to hire?	83% Yes	100% Yes	81% Yes
Does worker's record of family stability affect decision to hire?	69% No	86% No	98% No

INTERPERSONAL SKILLS

OBJECTIVE

To pinpoint and discuss behaviors which:

- will help students understand the impact of appropriate behaviors on a job.

PROCEDURE

The topics in this unit are best dealt with by discussion and/or demonstration. The group leader should pinpoint the areas to be covered, but allow the group to generate as many behaviors as possible.

Some suggested topics with possible group exercises are:

1. Introductions
   a. The handshake - who should use it
   b. Read from a recently published etiquette book (such as Amy Vanderbilt) about proper forms of introductions
   c. Read from an old etiquette book to see how times have changed
   d. The importance of introducing oneself to a resource site person
2. The importance of question asking and answering
   a. To increase learning
   b. To indicate interest
3. General behavior at a resource site
   a. Who cares - the hosts
   b. What matters - dress, promptness, paying attention, participating in discussions, saying "thank you" and "please"

4. Listening

   a. Illustrate what a difference it makes to have a listener manifest a listening posture. Divide the group into pairs. Have one partner talk about a recently-seen movie or a current personal activity. The second partner should actively ignore the first: staring into space, drumming fingers, talking to someone else, etc. Reverse the situation, then do it again with the listening partner paying full attention: leaning slightly forward, maintaining eye contact, nodding to indicate interest, etc.

Name ______________________________ Date ______________

JOB INTEREST PROFILE

Have students make a list of jobs they have held. If a student has never worked, have him use the schools he has attended, as jobs.

WHO

Write a few sentences summarizing the education, training, skills, academic subjects, and personality traits required for the jobs you liked.

Write a few sentences summarizing the WHO of the jobs you disliked.

WHAT

Write a few sentences summarizing the major content of the jobs you liked: the major functions of the jobs, the type of work received and forwarded, the type of equipment used, whether it was an individual or team effort, whether there was a lot of pressure to work fast, etc.

Write a few sentences summarizing the WHAT of the jobs you disliked.

WHERE

Write a few sentences summarizing the locations and settings of the jobs you liked.

Write a few sentences summarizing the WHERE of the jobs you disliked.

WHEN

Write a few sentences summarizing the hours and seasonality of the jobs you liked.

Write a few sentences summarizing the WHEN of the jobs you disliked.

WHY

Write a few sentences summarizing the salary, benefits, and other WHY aspects of the jobs you liked.

Write a few sentences summarizing the WHY of the jobs you disliked.

PRACTICING EFFECTIVE WORK HABITS

OBJECTIVE: A student should assume responsibility.
A student should plan his work.

EXAMPLE

1. A student should know that they are responsible for their own behavior.
2. A student should check accuracy, completeness, and quality of own work.
3. A student should know own limitations.
4. A student should perform work to the best of his ability without wasting time and effort; follow through on commitments.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Identify Your Strengths (and Weaknesses)	Self Assessment	25 min.
Self Perception	Individual or group discussions of responses	25 min.
Budget Your Time	Have students construct a form and work out a schedule showing how they budget their time.	2 - 25 min. periods
Planning For The Future	Teachers will provide for individual discussions of student responses.	25 min.
The Action Plan	Advisors assist students with their Action Plans for the future.	2 - 25 min. periods.

p

OBJECTIVE: A student should use initiative and ingenuity to fulfill responsibilities.

EXAMPLE

1. A student should use initiative but seek assistance when needed.
2. A student should be resourceful in accomplishing work.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
EBCE Resource Room	Vary pace to maintain efficiency and effectiveness.	
Library	Be alert to new and better ways of doing things and recommend improvements to advisors.	
	When reading, screen our irrelevant materials, skim your main ideas, read selectively and practice rapid reading techniques.	

P

OBJECTIVE: A student should adapt to varied conditions. A student should maintain good health and grooming.

EXAMPLE

1. A student should know how to concentrate and maintain output in spite of disruptions, malfucntions, and competition.
2. A student should perservere in spite of setbacks.
3. A student should use good judgement in crises.
4. A student should dress and groom appropriately for work or school.
5. A student should seek professional help when needed.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
EBCE Resource Room	Group discussions; role-playing	
Library	Read several books on health care. Talk with school nurse, counselors, advisors, parents, and friends.	

Name ______________________________ Date ______________

STRENGTHS AND WEAKNESSES

Directions

How we perceive ourselves depends a lot on how we think others perceive us. Suppose you were describing your strong points to a teacher or your best friend, what would you say?

In the space below, describe your strengths to:

A teacher ______________________________________

____

____

____

Your best friend ______________________________________

____

____

____

How can you capitalize on these strong points? What would you say to the same people if you were describing your weak points?

A teacher ______________________________________

____

____

____

Your best friend ______________________________________

____

____

____

SELF-ASSESSMENT

Self-Perception

OBJECTIVES

- have the students assess themselves in relationship to two poems.
- discuss with the students how their self-perceptions affect their career options.

MATERIALS

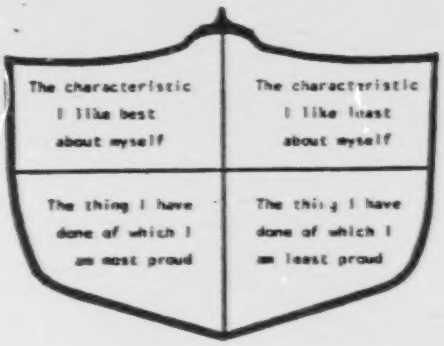
"Reflections" - two poems

PROCEDURE

Read aloud to students the two poems, one by Crapsey and the other by Housman. Then lead group discussion on how the way you see yourself affects what you do. You might ask the student why this happens. Then ask students to write a short paragraph identifying the poem which most closely describes them and why they think they're like the person in the poem.

SUPPLEMENTARY ACTIVITIES

1. Have students make collages which illustrate how they view themselves.
2. Have students draw coats-of-arms for themselves with drawings to describe each part:


The characteristic I like best about myself
The characteristic I like least about myself
The thing I have done of which I am most proud
The thing I have done of which I am least proud

REFLECTIONS

Sun and moon and beat of sea--
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!

Adelaide Crapsey

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.

Alfred Edward Housman

TWO VIEWS OF THE WORLD . . .

Name ______________________________ Date ______________

PLANNING FOR THE FUTURE

We all think and plan for the future . . . but, we all do it differently!

1. How would you describe the manner in which you are planning to meet your career goals for the years ahead?

2. What parts of the plan are not under your control?

Name ______________________________ Date ______________

THE ACTION PLAN

Directions:

The GOALS you have set for yourself are:

To reach these goals, what must you know about:

YOURSELF?

YOUR PAST PERFORMANCES?

THE ACTION PLAN, continued

TIME (academic work, part-time work, social activities, etc.)?

OTHER PEOPLE?

RESPONSIBILITIES?

PROBLEMS?

IMPROVING CAREER AND OCCUPATIONAL CAPABILITIES

OBJECTIVE: The student should be concerned with the implementation of career pland and with active participation in both in-school studies and out-of-school activities that enhance one's career.

EXAMPLE

1. A student should engage in part-time work.
2. A student should pursue education and training.
3. A student should study on own initiative.
4. A student should seek out people who can help him develop his interests.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Assessing Academic Performance	Group and individual discussion	2 - 25 min. periods
Vocational Aptitudes		25 min.
Earnings and Education	Group discussions	25 min.
Community Resource People	Individual discussions with sharing of information in the advisee group.	

Name ______________________________ Date ______________

VOCATIONAL APTITUDES

Directions:

A type of standardized test used in most high schools measures general vocational aptitude. The following list indicates the abilities these tests measure and briefly defines them. Put a "1" in front of the aptitude which you think is your highest, a "2" in front of the aptitude which you think is your second highest, and continue to rank all the aptitudes.

_____ Verbal ability (ability to use words and ideas expressed in words)

_____ Numerical ability (ability to use numbers and ideas expressed in quantities)

_____ Visual perception (ability to see details in two or three dimensions)

_____ Physical coordination or dexterity (ability to make precise movements)

_____ Social ability (ability to relate well with others)

_____ Creativity (ability to develop or produce something new)

_____ Physical stamina or strength (ability to engage in physical exertion)

_____ Empathy (ability to accompany other people in their thinking and feeling)

_____ Organizational ability (ability to bring together different elements to accomplish a goal)

What evidence can you give from school and outside activities to support your #1 aptitude?

VOCATIONAL APTITUDES, continued

Below, list the aptitudes that you numbered 1, 2, and 3 on the previous page. Identify three occupations which use each of these aptitudes and at which you think you might enjoy working.

Aptitude	Occupation
1. ____________	____________
	____________
	____________
2. ____________	____________
	____________
	____________
3. ____________	____________
	____________
	____________

What resources are available to learn more about these occupations and where can you find them?

Name ______________________________ Date ________________

VOCATIONAL APTITUDES

Directions:

A type of standardized test used in most high schools measures general vocational aptitude. The following list indicates the abilities these tests measure and briefly defines them. Put a "1" in front of the aptitude which you think is your highest, a "2" in front of the aptitude which you think is your second highest, and continue to rank all the aptitudes.

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What evidence can you give from school and outside activities to support your #1 aptitude?

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Aptitude	Occupation
1. ________	________
	________
	________
2. ________	________
	________
	________
3. ________	________
	________
	________

What resources are available to learn more about these occupations and where can you find them?

Name ______________________ Date ____________

ASSESSING YOUR ACADEMIC PERFORMANCE

Directions:

An honest evaluation of your academic performance is imperative in planning for the future. Not only what you have accomplished in the past, but what you can do in the future is all part of an ACTION PLAN.

Answer the following questions to begin your ACTION PLAN now.

1. For each of the subject areas listed below, write your average grade over the past two years.

ENGLISH ______

SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

SUBJECT OF
YOUR CHOICE:

__________ ______
(Subject) (Grade)

2. For each of the listed subjects, indicate how much effort went toward earning your grade. Use these codes: H (High), M (Medium), L (Low).

ENGLISH ______

SOCIAL STUDIES ______

SCIENCE ______

MATHEMATICS ______

SUBJECT OF YOUR CHOICE
(from Question 1):

__________ ______
(Subject) (Code)

ASSESSING YOUR ACADEMIC PERFORMANCE, continued

3. Consult with your subject area teachers for their assessments of your effort in class. Record these comments below.

ENGLISH ____________________

SOCIAL STUDIES ____________________

SCIENCE ____________________

MATHEMATICS ____________________

SUBJECT OF YOUR CHOICE (from Question 1) ____________________

____

4. Select a subject in which you want to improve. Using your teacher as a resource, work out a plan to reach an academic goal which you will set.

Present

Subject ____________ Teacher ____________

Present Grade _____ Hours/week spent in preparation ____________

Breakdown of the total preparation time:

Homework (written) ____________ Homework (study) ____________

Review for tests ____________ Projects ____________

Absences ____________ Tardiness ____________

Present attitude toward subject:

Future

Desired Grade ____________

Estimated hours/week preparation time needed to reach goal ____________

Breakdown of preparation time:

Homework (written) ____________

Homework (study) ____________

Review for tests ____________

Projects ____________

Absences ____________

Tardiness ____________

Future attitude toward subject:

Behaviors That Will:

Hinder Me (from reaching goal)	Help Me (to reach goal)

HAVE POSITIVE ATTITUDES TOWARD WORK

OBJECTIVE: A student should recognize the bases of various attitudes toward work. A student should hold competence and excellence in high regard.

EXAMPLE

1. A student should recognize that people have different attitudes toward work.
2. A student should understand the personal and societal consequences of his own attitudes.
3. A student should accept the diversity of life styles of others.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
Social Considerations	Group discussion of responses	25 min.
Life Styles and Personal Considerations	Group discussion of responses	25 min.

HP

OBJECTIVE: A student should seek personal fulfillment through own achievements. A student should value work in terms of societal goals.

EXAMPLE

1. A student should decide priorities and achieve satisfaction from doing well those things which are personally important.
2. A student should respect honest work and should not differentially value persons on the basis of earnings, education, and occupation.
3. A student should understand the desirability of working.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES	TIME
The Value Statement	Group discussion	25 min.
Values Focus: Education and Work	Group discussion	25 min.
Occupational Study Guide	Advisor should provide for individual discussion of students study guides	

Social Considerations

1. How does any one individual job fit into the total social and economic picture?

2. What is the origin of the term "Puritan work ethic" and what does it mean to you?

3. What do the words capitalism and socialism mean in the world of work?

4. Do you believe that everyone should have a guaranteed minimum income?

5. For what reasons are people promoted and given raises in pay? (Merit, seniority, cost of living)

6. Do you believe that people should be paid solely on the basis of their skills and contributions to an organization?

7. What is inflation?

8. If workers demand large raises every year to keep up with inflation, will those raises have any effect on the next year's inflation rate?

9. Would you be willing to take little or no pay increase for a couple of years to help stop the inflation spiral?

Life Styles and Personal Considerations

1. What do you do if you've decided after twenty years that your career no longer satisfies you?

2. Why do we work?

3. What does it mean to be happy or unhappy with a job?

4. What is a vocation? What is an avocation?

5. How important a part of our lives is our work?

6. If you are going to stop regular employment in order to raise a family, how can you keep yourself prepared to re-enter the job market when you want or need to?

7. What career contributions do volunteer experiences make?

Name ______________________________ Date ______________

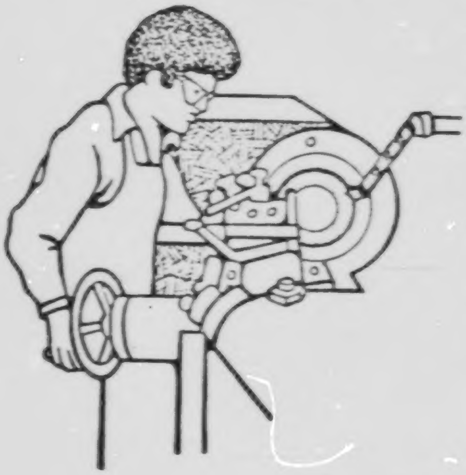
THE VALUE STATEMENT, Part 1

Directions:

Look at the value statement written below. Then look at the pictures of the three sets of people working with their hands. How would you respond to such a value statement if you actually held these jobs? Write your responses in the space provided.

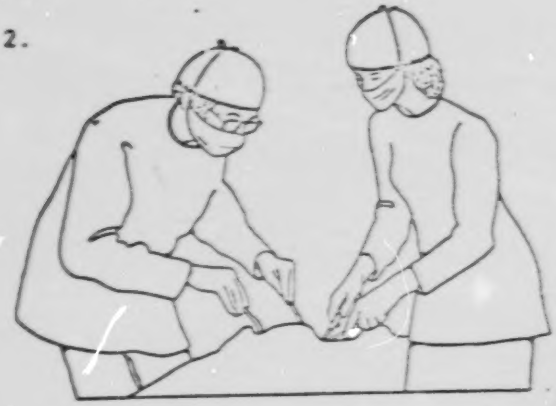
> VALUE STATEMENT: "If you don't go to college, you will wind up working with your hands!"

1.



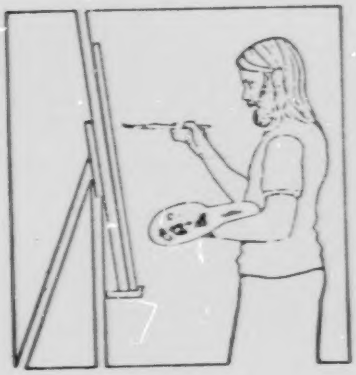
Response:

2.



Response:

3.



Response:

Name ______________________ Date ______________

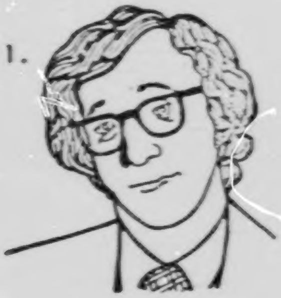
THE VALUE STATEMENT, Part 2

Directions:

How do you think the three people below perceive the issue discussed in the value statement written here? Write your responses in the space provided.

Value Statement: "Money is the most important thing in life!"

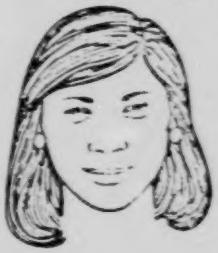
1.



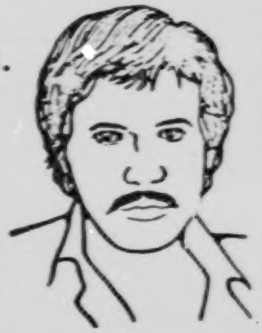
Response:

Response:

2.



3.



Response:

OCCUPATIONAL STUDY GUIDE

This study guide provides an easy way to record some of the facts needed when considering whether or not to prepare for a particular occupation or to look for employment in it. When you complete the form, you will have, in summarized form, the essential information for beginning an occupation. The principal sources of facts about any occupation are references, state employment services, Federal government agencies, and people who work in the occupation.

If you find that there isn't enough space on this form to write your comments, do it on a separate sheet of paper.

Your Name ______________________________

Date Started ________________ Date Completed ________________

A. THE OCCUPATION

1. NAME OR TITLE OF THE OCCUPATION: ________________

2. DESCRIPTION OF THE OCCUPATION (general nature, duties, operations performed, tools and machines used, and so on):

____

____

____

____

3. PHYSICAL DEMANDS OR REQUIREMENTS (state the principal physical demands that must be met in pursuing this occupation--for example: frequent stooping, crawling, standing, pulling or pushing, etc.):

____

____

____

4. METHODS OF ENTRANCE (beginner jobs leading to this one, etc.):

5. RELATION TO OTHER JOBS:

Jobs to which workers may be promoted: ____________________

Chances for promotion: ____________________

Related occupations to and from which workers may shift with reasonable ease:

6. EMPLOYMENT OPPORTUNITIES (supply and demand for workers):

Number employed nationally: MALES ________ FEMALES ________

Factors that might affect future prospects for employment:

Present regional or national outlook and opportunities (include trends and future prospects):

7. **LEVEL OF DIFFICULTY** (this indicates the level of complexity of the occupation and what is required for a worker to perform the various tasks--characterize the level of difficulty in terms of the following):

Responsibility: How much is required of the worker and what is the nature of that responsibility?

____

Knowledge: What specific and/or specialized knowledge is required for the occupation?

____

Resourcefulness: How much ability is required to anticipate, meet, and solve new situations?

____

Mental Alertness: To what extent is attentiveness to quickly changing conditions required?

____

Thinking and Decisions: To what extent does the occupation require that decisions be made on the basis of carefully considered facts and conditions?

____

Dexterity: How much mental quickness, manual deftness, etc., appears to be required to meet production standards?

____

Accuracy: What degree of precision is required to perform the work successfully? What tolerance or deviations are permitted?

____

Other factors: Supply other information not covered above if needed to fully establish the level of difficulty represented by this occupation.

____

8. EARNINGS, HOURS, AND WORKING CONDITIONS:

Average earnings per year: ____________

Average hours worked per week: _________

Working environment--nature of surroundings and places of employment: outside, pleasant, dusty, etc.:

____

Supervision given the worker: Who supervises the work? How specific is the supervision?

____

Health and accident hazards:

____

Seasonality: Busy months: ____________________

Slack months: ____________________

Security provisions (i.e., pensions, insurance, workmen's compensation, etc.):

____

B. THE WORKER

1. PERSONAL QUALIFICATIONS

Physical strengths: ________________________

Personality characteristics (such as ability to work with others, ability to tolerate stress of deadlines, initiative, imagination, etc.):

____

____

2. EDUCATIONAL AND TRAINING REQUIREMENTS

Minimum level of schooling (grade school, high school, college):

School courses especially important (English, Mathematics, Science, Foreign Language):

Special training desirable or required (nature of courses, length, where available, etc.):

3. OTHER REQUIREMENTS

Tools and equipment furnished by worker:

Membership in unions, professional organizations, or associations ordinarily required:

Licensing or other legal requirements:

Special tests or examinations required:

C. SUMMARY

On the following page, summarize the information assembled and point out advantages and disadvantages of this occupation.

Advantages of this occupation:

Disadvantages of this occupation:

Name ______________________________ Date ______________

VALUES FOCUS: EDUCATION AND WORK

My basic concerns about education and work are: ______________________________

My positive feelings about education and work are: ______________________________

My negative feelings about education and work are: ______________________________

In terms of education and work, I listen to ______________________________ because ______________________________

The source(s) of my feelings about education and work are: ______________________________

I value ______________________________

300

Name ____________________ Date ____________

VALUES FOCUS: FAMILY AND FRIENDS

My basic concerns about family and friends are: ____________________

My positive feelings about family and friends are: ____________________

My negative feelings about family and friends are: ____________________

In terms of family and friends, I listen to: ____________________

because ____________________

The source(s) of my feelings about family and friends are: ____________________

I value ____________________

LANGUAGE ARTS OBJECTIVES AND CRITERIA REFERENCED ACTIVITIES FOR THE INDIVIDUALIZED CLASSROOM

Education is working at J.L. Mann High School

Experience-Based Career Education Program
J. L. Mann High School
61 Isbell Lane
Greenville, S. C. 29607
Phone: (803) 288-5863

The accompanying objectives are actually assignment sheets which each student receives individually in his assignment folder as he arrives at each particular step in his composition class. Each objective carries one or more exercises (varying according to ability of each student and circled by the teacher as to which one or how many) to be completed by the student within a specified time. Each student returns his completed assignment to the teacher who corrects it and then goes over errors immediately with that student.

OBJECTIVE: Identify seven coordinate conjunctions and correctly punctuate in sentences.

EXAMPLE	ESTIMATED TIME	EVALUATION
fanboys - for and nor but or yet so (when it means "therefore"		Identify conjunctions in sentences and insert the correct punctuation whic applies in each case. Identify the correct rule.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
Attached study sheet of rules. SIGNPOSTS, p. 89, pp. 37-39. LANDMARKS (Cambridge), pp. 83-85. Attached exercises SIGNALS (Cambridge), pp. 62-64. WRITE ME A REAM (Cambridge) Step 23. Eff. ENGLISH PROSE (Singer) pp. 89-96. COMPOSING WITH SENTENCES (Cambridge), pp. 222. SKILLS IN LANGUAGE #1, (Cambridge), pp. 125-131	1. Memorize three rules. 2. Learn the meaning of equal emphasis of ideas in a sentence. 3. Complete exercises applying rules. 4. Compose sentences using coordinate conjunctions in equally emphasized clauses. Be sure to punctuate correctly. (Use each rule at least once.)

REMEDIATION	ENRICHMENT

OBJECTIVE: Identify conjunctive adverbs and insert correct punctuation when they are used in sentences.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write rules from memory. Correctly punctuate sentences using conjunctive adverbs.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LANDMARKS (Cambridge), pp. 85-86. Attached rules of punctuation. SIGNPOSTS (Cambridge), pp. 38-39. EFF. ENGLISH PROSE (Singer), pp. 127-132. Attached exercises.	1. Memorize two rules concerning punctuation with use of conjunctive adverbs. 2. Familiarize yourself with list of conjunctive adverbs. 3. Write a sentence as an example of each rule for use of semicolon. 4. Complete attached exercise sheet inserting correct punctuation and identifying rule. 5. Compose sentences using five different conjunctive adverbs. Be sure to punctuate correctly.

REMEDIATION	ENRICHMENT

OBJECTIVE: Identify subordinate conjunctions and insert correct punctuation when they are used in sentences.

EXAMPLE	ESTIMATED TIME	EVALUATION
		In a selected number of sentences, choose a subordinate conjunction and punctuate according to rules.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
Attached study rules. Attached exercises. SIGNPOSTS (Cambridge), p. 92, pp. 44-45. LANDMARKS (Cambridge), pp. 89, 92 (first 10 sentences) ANANSE TALES (Teachers College), pp. 85-90, 109-116, 121-144. WRITE ME A REAM: (Teachers College), Step 25-26. EFF. ENGLISH PROSE (Singer), pp. 67-76. COMPOSING WITH SENTENCES (Cambridge), pp. 223-224, 229-232. SKILLS IN LANGUAGE #1 (Cambridge), pp. 132-136	1. Memorize three rules for punctuation of subordinated ideas. 2. Learn the meaning of subordination and how it applies to a sentence. 3. Be able to identify subordinate conjunctions (not necessary to memorize). 4. Complete exercises applying rules; be sure to punctuate correctly. 5. Compose 5 sentences using different subordinate conjunctions. Be sure to punctuate correctly.

REMEDIATION	ENRICHMENT

OBJECTIVE: Subordinate ideas in sentences by using relative pronouns.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Memorize relative pronouns and rules. Apply rules in given sentences.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
Attached study sheet. Attached sheet of exercises. SIGNPOSTS (Cambridge), p. 96, pp. 40-43. ANANSE TALES (Teachers College), pp. 69-72, pp. 117-120. WRITE ME A REAM (Teachers College), Step 24, 26. SKILLS IN LANGUAGE #1 (Cambridge), pp. 132-136.	1. Memorize relative pronouns (who, whose, whom, which, that). 2. Memorize 3 rules for punctuating sentences containing relative pronouns. 3. Complete exercises using relative pronoun ideas in sentences. 4. Compose five sentences using subordinate relative pronoun clauses. Be sure to punctuate correctly.

REMEDIATION	ENRICHMENT

OBJECTIVE: Identify and correct sentence fragments and run-on sentences.

EXAMPLE	ESTIMATED TIME	EVALUATION
		In selected sentences, identify fragments and run-ons and correct by rewriting.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
SIGNPOSTS (Cambridge), pp. 48-49. LANDMARKS, p. 93, pp. 98-101. SKILLS IN LANGUAGE #2 (Cambridge), pp. 64-68, 70-82.	1. Define fragment. 2. Define run-on sentence. 3. Complete exercises in text if needed for understanding. 4. Complete attached assignment.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given sentences of passive construction, the student will be able to substitute a more active construction, using the same verb.

EXAMPLE	ESTIMATED TIME	EVALUATION
1. The ball was thrown by Rudolph. Rudolph threw the ball.		Change sentences in passive voice to active voice.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
	Change these sentences written in the passive voice so that they are stated in an active voice. 1. The situation was taken in by me with great amusement. 2. The music was enjoyed by us. 3. The cars were awaited in anxious curiosity by the buying public. 4. The balloons were popped by the enthusiastic children. 5. Several trees were felled by the husky fire-fighters as the flames blazed around the clearing. 6. After the senior class took their places behind the rostrum, several words were said by the dean and an address was given by the valedictorian.

REMEDIATION	ENRICHMENT

OBJECTIVE: Make necessary revisions in sentences lacking parallel structure.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Rewrite sentences lacking parallel structure.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LANDMARKS, p. 97. BASIC SKILLS IN GRAMMAR #1 (Cambridge), pp. 63-65. SKILLS IN LANGUAGE II (Cambridge), pp. 69-82.	1. To walk and swimming are good exercises. 2. We Americans think we cannot enjoy a baseball game without a beer, a hot dog, a soda, or hamburger. 3. The story is vivid, interesting, and one that appeals to everyone. 4. He was not only kind but also knew when to help people in trouble. 5. I admire John for his courage under stress and his patience. 6. I debated whether I should send my friend flowers or to send him a message.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given sentences, the student can identify and correct needless shifts in point of view, tense, mood, subject, voice, person, or number.

EXAMPLE	ESTIMATED TIME	EVALUATION

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
EFF. ENGLISH PROSE (Singer), pp. 46-51 SKILLS IN LANGUAGE II (Cambridge), p. 122.	Rewrite the sentences in which a fault or point of view has been identified, to correct unnecessary shifts. 1. James soon discovered his mistake and thinks he is in love with Nancy. (tense) 2. Paul hurried up the mountain, and soon the laurel came in sight. (subject) 3. Mary took courses during the summer, and her leisure hours were devoted to tennis. (subject and voice) 4. First stand up and then you should address the speaker. (mood) 5. Take your raincoat with you for they will be needed today. (number) 6. Washington welcomed us, and the police enjoyed showing one where to go. (person)

REMEDIATION	ENRICHMENT

OBJECTIVE: Given short, choppy sentences, the student can combine them into longer units in which the lesser ideas are properly subordinated.

EXAMPLE	ESTIMATED TIME	EVALUATION
		From selected sentences choose only one idea as the main idea and subordinate all others.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
EFF. ENGLISH PROSE (Singer), pp. 67-79.	I walked rapidly. I came to a house. It was deserted. Samuel Houston was an interesting human being. He wished to rise in the world to great power or position. He wished to help others. He would give his last cent to someone in need.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given a written passage, the student can identify and correct faulty pronoun reference and incorrect subject-verb agreement.

EXAMPLE	ESTIMATED TIME	EVALUATION

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
LANDMARKS, pp. 103-113, pp. 115-123. BASIC SKILLS IN GRAMMAR #1 (Cambridge), pp. 66-69.	

REMEDIATION	ENRICHMENT

C-II

OBJECTIVE: Given sentences, the student can identify and correct those which have misplaced or dangling modifiers, are nonparallel in structure, and/or contain needless shifts in point of view.

EXAMPLE	ESTIMATED TIME	EVALUATION

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
EFF. ENG. PROSE (Singer), pp. 48-52. BASIC SKILLS IN GRAMMAR #1 (Cambridge), pp. 63-65. SKILLS IN LANGUAGE II (Cambridge), pp. 70-82. SKILLS IN LANGUAGE II (Cambridge), pp. 123-131	Style/clarity sentences

REMEDIATION	ENRICHMENT

OBJECTIVE: Given a paragraph, the student will be able to write a summary statement for that paragraph showing that he understands the main idea.

EXAMPLE	ESTIMATED TIME	EVALUATION

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
Reading COMPETENCE, (Cambridge), pp. 2-8, pp. 9-16.	

REMEDIATION	ENRICHMENT

OBJECTIVE: Recognize precise and sense-appealing words.

EXAMPLE	ESTIMATED TIME	EVALUATION
Watch out for the thingamajig! Watch out for the falling sofa.		Written composition.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
Composing with Words, (Cambridge), pp. 2-14; 205-217; 195-204. C. WITH SENTENCES, (Cambridge), pp. 2-11; pp. 194-204. C. WITH PARAGRAPHS, (Cambridge), pp. 25-37. C. WITH STYLE, (Cambridge), pp. 3-7.	1. From selected sentences with confusing ideas, write precise, clear sentences. (Words, p. 4) 2. Use exact facts to make sentences more precise. (Words, p. 5) 3. Do several ordinary activities with your eyes closed to gain some understanding of importance of "senses." (Words, p. 6) 4. From a list of words based on senses, name the sense to which they appeal. (Words, p. 8) 5. Look through newspapers and magazines to select words and phrases that appeal to the senses. (Words, p. 14)

REMEDIATION	ENRICHMENT

OBJECTIVE: Write descriptive sentences using comparisons.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a descriptive paragraph including physical description, atmosphere, etc. of a place you like.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS, (Cambridge), pp. 16-26. WAR'S, pp. 637-641; 643-646. COMPOSING WITH SENTENCES (Cambridge) pp. 12-28; p pp. 178-187; 237. COMPOSING WITH PARAGRAPHS (Cambridge), pp. 12-23.	1. Take a list of everyday items and name something you would compare each one to. 2. Write a description of all the sounds around you, from near to far. 3. Write a detailed description of your desk, your hand, your pencil. 4. Solve word puzzles. (Words, p. 23)

REMEDIATION	ENRICHMENT

OBJECTIVE: Link sentences and paragraphs so the reader can follow the train of thought.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a short report of a trip or an experiment. Use proper sequence according to time or order. Use transitional terms.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS, (Cambridge), pp. 145-157. COMPOSITION: MODELS AND EXERCISES (Harcourt, Brace) pp. 36-38; 58-60; 186. COMPOSING WITH SENTENCES (Cambridge), pp. 42-51. COMPOSING WITH PARAGRAPHS (Cambridge) pp. 130-141; 271-278.	1. Rearrange actions in a time sequence. (Words, p. 146). 2. Write a sequence of steps for following a recipe. (How to Do, etc.) 3. Choose a topic such as "What to do in Case of Fire" and write instructions.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given a topic sentence, write at least four sentences which develop it.

EXAMPLE	ESTIMATED TIME	EVALUATION

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH STYLE, (Cambridge), pp. 140-150.	A topic sentence should be a generalization; it should be logical; it should make a commitment. 1. Write a supporting sentence with details. 2. Write a supporting sentence with an example. 3. Write a supporting sentence with a definition. 4. Write a supporting sentence with a comparison. 5. Write a supporting cause and effect sentence.

REMEDIATION	ENRICHMENT

OBJECTIVE: Write a general statement. Add specific details.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a paragraph with a topic sentence and at least four specific supporting facts.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH SENTENCES, (Cambridge), pp. 131-138. COMPOSING WITH WORDS, (Cambridge), pp. 70-77. COMPOSING WITH PARAGRAPHS, (Cambridge), pp. 2-24. COMPOSING WITH STYLE, (Cambridge), pp. 125-140 **	1. Identify the topic sentence in several paragraphs (Sentences, pp. 135-136.) 2. Write a topic sentence expressing the main idea of five pictures selected from magazines. 3. From a list of general words, add as many specific supportive words as you can think of. (Sentences, p. 134) 4. Read several short paragraphs which are lacking topic sentences. Add a topic sentence. (Sentences, pp. 135-136)

REMEDIATION	ENRICHMENT

OBJECTIVE: Select titles that tell precisely what is happening.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Create titles from selected short prose or create prose from selected titles.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS, (Cambridge), pp. 46-58. C. WITH PARAGRAPHS, (Cambridge), pp. 170-182.	1. Write titles for selected pictures, some telling what you see, some going beyond the picture. ([illegible]) [illegible] 2. Write titles for poems. (Words, pp. 50-53. 3. Read short selections and write titles that best sum up the entire meaning. (Words, pp. 55- 57) 4. Select a title from an interesting list and write a poem or a short narrative. (Words, p. 58)

REMEDIATION	ENRICHMENT

OBJECTIVE: Create a mood or atmosphere through choice of words.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write sentences which specify certain moods.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS (Cambridge), pp. 104-114. C. WITH SENTENCES, (Cambridge), pp. 247-253. C. WITH PARAGRAPHS, (Cambridge), pp. 25-37. C. WITH STYLE, (Cambridge), pp. 102-123.	1. From selected short narratives, select words that set the mood. (Words, p. 105) 2. By writing sentences, create an atmosphere for each title in a selected list. (Words, p. 106) 3. Create a word picture of a scene to give a specific mood. (Words, p. 107)

REMEDIATION	ENRICHMENT

OBJECTIVE: Develop comparisons and contrasts between two or more items.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write expository paragraphs.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH PARAGRAPHS, (Cambridge), pp. 142-153. C. WITH STYLE, (Cambridge), pp. 118-121.	1. Read selected paragraphs that compare two or more items or situations. List the sets of things that are compared. (Para. p. 146) 2. Write a paragraph comparing two elements. Contrast the two elements immediately sentence by sentence. (Para.. p. 147) 3. Compare two elements by writing two paragraphs. In the first paragraph, describe the qualities of one of the elements. In the second paragraph, describe the qualities of the other. Be sure to parallel the order of qualities. 4. Write a paragraph incorporating contrasts through the use of examples. (Para., p. 151)

REMEDIATION	ENRICHMENT

OBJECTIVE: Given a description of a football, the student will choose a subject of his own--perhaps a library, a dormitory, a restaurant--and write a description that imitates the passage exactly.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a descriptive paragraph exactly imitating a selected passage.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH STYLE, (Cambridge), pp. 63-75.	1. Read the paragraph on p. 103 and imitate exactly.

REMEDIATION	ENRICHMENT

OBJECTIVE: Describe the external and internal worlds of people around him.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Selecting a student from his class, the student will write a descriptive paragraph indicating physical description, inner thoughts, ambitions, attitudes. Use 3rd person.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS, (Cambridge), pp. 130-133; 232-235. C. WITH SENTENCES, (Cambridge), pp. 64-73, 107-118. COMPOSITION: MODELS AND EXERCISES (Harcourt, Brace), pp. 58-63; 191-195. C. WITH PARAGRAPHS, (Cambridge), pp. 154-169, 244-252. C. WITH STYLE, (Cambridge), pp. 22-29; 30-37.	1. Select a magazine picture of a person and write a descriptive paragraph or poem. (Pictures in my folder). 2. From a written description of a person, draw his picture. (Style, p. 233) 3. Create an imaginary person. Describe him in detail. 4. Select actions of people. (biting fingernails) Identify what these actions reveal about a person; write about a situation in which such an action becomes symbolic.

REMEDIATION	ENRICHMENT

OBJECTIVE: Write a dialogue, correctly punctuated, between two people.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Look at a picture clipped from a magazine or newspaper and create a short dialogue for the people in the picture.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH SENTENCES, (Cambridge), pp. 119-128. C. WITH PARAGRAPHS, (Cambridge), pp. 231-243. C. WITH STYLE, (CAmbridge), pp. 76-88 *** SKILLS IN LANGUAGE #1 (Cambridge), pp. 141-144.	1. Read a dialogue between two people and select words that are clues to their characters, ages, relationships and situation. (Sent., p. 123) 2. Rewrite a dialogue between two men as if they were five-year-old boys. (Sent. , p.124) 3. Copy a dialogue, inserting correct punctuation and paragraphing. (Sent., p. 124) 4. Rewrite a brief dialogue as if it were being said by a teen-age girl to: her father's secretar her best friend her minister the mailman

REMEDIATION	ENRICHMENT

OBJECTIVE: Write an incident in 1st and 3rd person.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a short narrative in 1st person using realistic, concrete detail.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH WORDS, (Cambridge), pp. 135-144, 175-183, 187, 237-244. C. WITH SENTENCES, (Cambridge), pp. 52-63. C. WITH STYLE, (Cambridge), p. 74, pp. 151-163. ***	1. Rewrite a paragraph written in 3rd person, changing to 1st person. (Words, p. 141) 2. Select an incompleted diary entry and finish it from the person's point of view--same style. (Words, p. 144) 3. Select an idea of a "tall tale" and create a whopper, putting yourself into the situation.

REMEDIATION	ENRICHMENT

OBJECTIVE: Write an analysis and criticism.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Read a short story and write a short paper giving your opinion.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH SENTENCES, (Cambridge), pp. 140-153. C. WITH PARAGRAPHS, (Cambridge), pp. 279-283. C. WITH STYLE, (Cambridge), pp. 243-260.	1. Explain a situation by working from cause-to-result or from result-to-cause. (Sent. p. 141) 2. Examine a picture clipped from a magazine. Think up a set of circumstances that might explain the condition. (Sent. p. 142) 3. Write a brief cause-and-result paragraph, selecting a topic from a list of results. 4. Study the parts of a poem and explain what it all means. (Sent. p. 148) 5. Write your opinion of a character in a TV show you watch regularly. 6. Criticize an editorial-either positively or negatively--the editor's reasoning and conclusion 7. Analyze: conduct of students at assemblies school courses athletic injuries communication

REMEDIATION	ENRICHMENT

OBJECTIVE: Persuade his reader to something.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Written composition. (Persuasive)

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH PARAGRAPHS, (Cambridge), pp. 38-46, 47-56, 112-122, 123-129, 254-271, 220-230. C. WITH STYLE, (Cambridge), pp. 8-19. READING COMPETENCE, (Cambridge), pp. 148-153. (Fact 'n opinion)	1. Select several ads from newspaper/magazine with different persuasive techniques. 2. Develop a new product and write a sample ad. 3. Develop a test case for selling your parents on a new idea. 4. Define: generalization facts opinion detonation connotation cliche point-of view 5. Write an editorial expressing your opinion on a controversial subject. 6. Analyze an editorial: the organization, the arguments, the language.

REMEDIATION	ENRICHMENT

OBJECTIVE: Develop an imaginary story that contains a sense of intimacy and reality.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Written composition. (narrative)

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH PARAGRAPHS, (Cambridge), pp. 74-91, 207-218.	1. Write 2 short scenarios fro a TV news feature on some controversial personality or event. Present a favorable view in one; unfavorable in the other. 2. Build a daydream from your own musings. Make it vivid. 3. Bring back to life an incident that happened when you were small. 4. Create a myth--a fictional explanation in story form of an otherwise unexplainable natural event. 5. Create a parable--a fictional story that carries a moral lesson. 6. Create a fable--involving animals and satarizing a human weakness. 7. Write a short-short story. (Use 1st person. Imaginary or real.)

REMEDIATION	ENRICHMENT

OBJECTIVE: Fill out all kinds of forms completely and accurately.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Complete various types of forms.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH WORDS, (Cambridge), pp. 27-35. READING COMPETENCE, (Cambridge), pp. 128-123, 143-145. READING PERFORMANCE, (Cambridge), pp. 157-166, 47-57. READING ACHIEVEMENT, (Cambridge), pp. 17-47. READING IMPROVEMENT, (Cambridge), pp. 71-81.	1. Fill out application for: a. driver's license -(Words, p. 26) b. employment (Words, p. 27) c. social security number 2. Complete half-sentences by using phrases that give necessary information. (Words, p. 29) 3. Edit paragraphs, sorting out unnecessary information from necessary (Words, pp. 30-34*

REMEDIATION	ENRICHMENT

OBJECTIVE: Write a friendly letter.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a letter to a friend using correct details and form.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
COMPOSING WITH WORDS, (Cambridge), pp. 159-173, 189. C. WITH SENTENCES (Cambridge), pp. 154-165.	1. Create a greeting card. Write a caption. 2. Clip five pictures from magazines. Write captions. 3. Write several messages in telegram form. 4. Write a note to a friend in class. Include all essentials: greeting, body, signature. 5. Write a thank-you note for a present you hate. 6. Write a letter to a friend whose dog was killed by a car.

REMEDIATION	ENRICHMENT

OBJECTIVE: Give precise directions.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Follow some precise directions for a classroom activity. Choose a topic and write an instructional paragraph that is clear and informative.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
C. WITH WORDS, (Cambridge), pp. 78-83, 152-157. C. WITH PARAGRAPHS, (Cambridge), pp. 58-64, 66-73. C. WITH STYLE, (Cambridge), p. 21 READING COMPETENCE, (Cambridge), pp. 43-47.	1. Read sets of directions and change them for better understanding (Words, p. 79-80) 2. Answer questions related to using a city map. (Words, p. 80) 3. Arrange scrambled directions in a precise order, (Words, p. 83) 4. Write "How to" paragraphs: a. make peanut butter and jelly sandwiches b. study for a final exam c. lose (or gain) weight

REMEDIATION	ENRICHMENT

OBJECTIVE: The student will be able to write a two-paragraph essay expressing opposing sides of an opinion with convincing supporting facts for each side.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a two-paragraph essay.

RESOURCES-MATERIALS

LAW, Payne, pp. 11-25.

EFF. ENG. PROSE (Singer) pp. 134-137.

COMPOSING WITH STYLE (Cambridge) pp. 164-174, pp. 175-188, 125-140.

COMPOSING WITH PARA., (Cambridge), pp. 2-24.

ACTIVITIES - STRATEGIES

1. Read pages 11-24.
2. Answer questions 1-6, pp. 24-25, on notebook paper or in group discussion of at least three students.
3. Write a one-sentence opinion based on each of these subjects: drugs, energy crisis, environment, grades, jobs, mass transit, politics, women's liberation, and zero population growth.
4. Choose one of your opinions, and list at least three facts that will support it.
5. Write a one-sentence opinion that is exactly opposite to yours, and list three facts that will support it.
6. Write at least two paragraphs using all the material you have written for #4 and #5(the two opinions and both sets of facts). You must rewor the material to suit your purpose, but be sure to use all of it in some way, relating the paragraphs clearly so that the reader will understand why you favor one opinion instead of the other.
7. Complete Vocabulary Study as directed.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given the difference between an opinion and a thesis, the student will be able to follow the five-step process for narrowing a general subject to a thesis statement which he will develop into a paragraph which will persuade his reader to agree with him.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a paragraph in which you develop a thesis.

RESOURCES–MATERIALS

LAW, Payne pp. 26-35.

COMPOSING WITH WORDS (Cambridge), pp. 59-77.

COMPOSING WITH STYLE, (Cambridge), pp. 140-150.

ACTIVITIES - STRATEGIES

1. Read pages 26-34.
2. Discuss questions 1-4, page 35, with another student or answer in writing.
3. At the top of a sheet of paper, write the name of some subject in which you are now enrolled. Then do the following:
   a. Write at least five statements of fact about it.
   b. Write at least two yes-or-no questions that occur to you in relation to these facts.
   c. Write a thesis based on one of the questions.
   d. Write an antithesis.
   e. Give at least one reason (or one piece of evidence) supporting your thesis.
   f. Write a paragraph based on your thesis. (#c) Include in this paragraph the point supporting the antithesis (#d) and both the points supporting your thesis (#e). Bear in mind that your purpose is to persuade a reader to agree with your thesis.
4. Complete Vocabulary Study as directed.

REMEDIATION	ENRICHMENT

#- E-3

OBJECTIVE: Given a thesis statement, the student will write a full thesis.

EXAMPLE	ESTIMATED TIME	EVALUATION
Ex. Thesis A: Today's drag-racing teen-ager is primarily an automotive engineer.		Write a full thesis statement.
Con	Pro	
Dangers of drag racing	Drivers become expert mechanics	
Drivers irresponsible	Pride in workmanship	
Destructiveness	Respect for rules at dragstrips	
Noise, dirty	Safety important	

RESOURCES-MATERIALS

IAW, Payne, pp. 37-45.

ACTIVITIES - STRATEGIES

1. Read chapter3, pp. 37-44.
2. Answer questions 1-4, p. 44, in writing on notebook paper or with a group of at least three students.
3. Write a full thesis for each of the thesis statements below:
    a. The search for popularity generally leads to self-improvement.
    b. The search for popularity can limit a student's personal growth.
    c. Competition for grades is a healthy influence on students.
    d. Competition for grades is an unhealthy influence on students.
4. Complete Vocabulary Study as per directions.

REMEDIATION

ENRICHMENT

OBJECTIVE: Using a full thesis statement as a guide, the student will write an essay of at least five paragraphs.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a full thesis statement. Develop an essay of five paragraphs.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 37-45. EFF. ENG. PROSE, (Singer) pp. 186-187. Filmstrip "Essay Writing"	1. View filmstrip. 2. Using one of the full thesis statements from Objective E-3 as a guide, write an essay of at least five paragraphs. You must work into your essay all the material suggested by your full thesis. Develop and arrange your paragraphs in any way that seems effective, bearing in mind that your purpose is to persuade the reader to agree with your thesis.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given instructions concerning the function and structure of an introductory paragraph, the student will develop an introductory paragraph based on a full thesis-statement.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a full thesis statement, Develop the introductory paragraph.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 46-54. EFF. ENG. PROSE (Singer) pp. 188-192. COMPOSING WITH STYLE, (Cambridge), pp. 52-55.	1. Read pages 46-53 in text; Discuss answers to questions 1, 2, and 7 orally with your teacher. 2. Complete assignment on Page 54, 1 - 5.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given instructions concerning the function and structure of the middle section of an essay, the student will develop a middle section based on a full thesis statement.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a three-paragraph middle section of an essay.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 54-61. EFF. ENG. PROSE (Singer) pp. 193-200	1. Read pages 54-60 in text. 2. Answers questions 1 - 4 on page 60 on notebook paper or orally with your teacher. 3. Using a guide, rewrite the middle section of your essay. (Strongest argument last.)

REMEDIATION	ENRICHMENT

OBJECTIVE: Given instructions concerning the function and structure of the conclusion of an essay, the student will write a conclusion based on a full thesis statement.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a concluding paragraph to a fully developed essay.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 61-67. EFF. ENG. PROSE, (Singer) pp. 201-203. COMPOSING WITH STYLE (Cambridge), pp. 57-61.	1. Read pages 61-66. 2. In writing, answer questions 1, 2, and 3. 3. Rewrite the conclusion of your essay. 4. Complete Vocabulary Study.

REMEDIATION	ENRICHMENT

OBJECTIVE: Deciding on a topic of his choice, the student will write a complete essay, following the structure of an essay. (He will prepare a full thesis statement first.)

EXAMPLE	ESTIMATED TIME	EVALUATION
Ex. of topic: Friendliness Comes in Several Degrees.	6	Write a full thesis statement; write a 5-paragraph essay.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 42-67. EFF. ENG. PROSE (Singer) pp. 204-222	1. Select a topic of your choice, prepare a full thesis statement, and then write a 5-paragraph essay, following correct essay structure.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given two rules to observe in his writing to improve his style, the student will rewrite sentences in which he observes these rules.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write sentences avoiding "there" and 1st person.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 68-79.	1. Read pages 68-78 in text.
COMPOSING WITH SENTENCES (Cambridge), pp. 220-221.	2. Answer questions 1 - 6, p. 78 in writing or orally with several students.
COMPOSING WITH STYLE, (Cambridge), pp. 195-200.	3. Complete assignment on pages 78-79, 1 - 3.
	4. Follow instructions for vocabulary study.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given instructions concerning the "picture-frame" technique of paragraph writing, the student will rewrite a paragraph using such technique.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a paragraph using the picture-frame technique.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 80-91.	1. Read pages 80-90 in text. 2. Answer questions 1-11 orally with teacher or several other students. 3. Complete assignments 1 and 2, pp. 91-92.

REMEDIATION	ENRICHMENT

E-11

OBJECTIVE: Given instructions concerning a descriptive paragraph (plus model paragraphs), the student will write a descriptive paragraph beginning with the topic sentence: "The day was wet and rainy."

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a descriptive paragraph.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 80-92. EFF. ENG. PROSE (Singer) pp. 161-164. COMPOSING WITH PARA. (Cambridge), pp. 25-37. COMPOSING WITH STYLE, (Cambridge), pp. 102-123.	1. Complete assignment #3, p. 92.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given instructions concerning an argumentative paragraph, the student will write an argumentative paragraph beginning with the topic sentence: "Few girls are really interested in athletic events."

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write an argumentative paragraph.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 80-92. COMPOSING WITH PARA., pp. 142-153. COMPOSING WITH STYLE, (Cambridge), pp. 118-121.	1. Complete assignment #4, p. 92. 2. Complete Vocabulary Study as per directions., p. 92.

REMEDIATION	ENRICHMENT

OBJECTIVE: Assuming that each of two paired sentences is the first sentence of two consecutive paragraphs, the student will be able to supply a transition for the second sentence of each pair.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write sentences using correct transition.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 93-107.	1. Read pp. 93-104. 2. Answer questions 1 - 12, pp. 104-105 orally with classmates or with teacher. 3. Complete #1 of assignment, p. 105.

REMEDIATION	ENRICHMENT

E-14

OBJECTIVE: After writing a picture-frame paragraph describing some aspect of his trip to school each morning, the student will write the first sentence of two additional paragraph in which he uses transitional devices.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write several first-sentences of paragraphs.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 93-107. COMPOSING WITH STYLE, (Cambridge), pp. 42-50.	1. Write a picture-frame paragraph describing some aspect of your trip to school each morning. 2. Write the first sentence of the next paragraph using a paragraph hook. 3. Write another first sentence for your second paragraph, using a deeper hook. 4. Write another first sentence, using a multiple hook. 5. Write another first sentence, using an idea hook. 6. Write a full paragraph, using one of the sentences above as your opening sentence. This will give you two full paragraphs. 7. Write the opening sentence of a third paragraph to follow the two you have just written, using a combination hook for the transition. 8. Complete the Vocabulary Study as per directions.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given a paragraph written in passive voice, the student will rewrite the paragraph in active voice.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Rewrite a passive-voice paragraph in active voice.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 108-119. EFF. ENGLISH PROSE (Singer), pp. 20-21, p. 37. COMPOSING WITH SENTENCES (Cambridge), pp. 216-219.	Read pages 108-116. 2. Write answers to questions 1, 4, 7, and 8 on pages 117. 3. Complete assignment 1 and 2 on pages 117-118.

REMEDIATION	ENRICHMENT

OBJECTIVE: Using passive voice only, the student will write an original paragraph describing something he saw the day before; then he will rewrite the paragraph in active voice.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write a descriptive paragraph in passive voice; rewrite in active voice.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 108-119.	1. Follow directions for assignment 3 and 4 on page 118. 2. Complete Vocabulary Study.

REMEDIATION	ENRICHMENT

E-17

OBJECTIVE: Given several strung-along and periodic sentences, the student will reduce them to basic statements.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Reduce strung-along and periodic sentences to basic sentences.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 120-141. COMPOSING WITH WORDS, (Cambridge), pp. 98-103.	1. Read from text pages 120-129. 2. Completeassignment 1 on page 140.

REMEDIATION	ENRICHMENT

E-18

OBJECTIVE: Given several basic statements, the student will write a strung-along sentence at least twenty words long using each of the basic statements as a starting point.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write five 20-word strung-along sentences.

RESOURCES–MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 129-130. COMPOSING WITH STYLE, (Cambridge), pp. 39-42.	1. Read from text pp. 129-130. 2. Complete assignment 2 on p. 140. a. The moon rose. b. The man was dead. c. He longed to be free. d. She liked the song. e. They had a good time.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given five basic statements, the student will be able to write five periodic sentences at least fifteen words long.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write five periodic sentences of at least 15 words.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 130- EFF. ENGLISH PROSE, (Singer) pp. 76-78. COMPOSING WITH STYLE (Cambridge), pp. 40-42.	1. Read text p. 130. 2. Complete assignment #3. a. Mary left the room. b. The world's greatest invention is the safety pin. c. Hate is based on fear. d. The man was dead. e. The circus was his life.

REMEDIATION	ENRICHMENT

OBJECTIVE: Selecting three strung - along and three periodic sentences, the student will be able to add details that will make each one a combination of strung-along and periodic.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write six combinations of strung-along and periodic sentences.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
IAW, Payne, pp. 131-138.	1. Read text, pages 131-134. 2. Complete assignment #4 on page 141.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given the sentence, "The old man shuffled out of sight.", the student will be able to expand the subject of the sentence in seven different ways (below). (Follow the patterns exactly.)

EXAMPLE	ESTIMATED TIME	EVALUATION
		Expand a given sentence in various stylistic ways.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 134-135.	1. Read pp. 134-135 in text. 2. Complete assignment #5 on page 141. a. The class, a mixture of juniors and seniors in advanced math, ... b. The class, usually noisy and inattentive, . . c. The class, alarmed by the prospect of an early test, ... d. The class, apthetic at best but frozen now into attitudes of complete boredom, ... e. The class, with a subdued rustle of books and papers, ... f. The class, settling easily into its new quarters in the annex, ... g. The class, after trying unsuccessfully to divert Mr. Dunwiddy into a discussion of the football game, ...

REMEDIATION	ENRICHMENT

OBJECTIVE: Given simple sentences, the student will be able to add an appositive to the noun at the end of each sentence; then by using prepositional phrases and participles, the student will add details to each of the appositives. (Make each sentence at least

EXAMPLE	ESTIMATED TIME	EVALUATION
		Write five sentences adding appositives and prepositional phrases. (Each sentence should be at least fifteen words long.)

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 137-138.	1. Read pages 137-139 in your text. 2. Complete assignments #7 and #8. a. He liked the car. b. John read the book. c. They listened to the lecture. d. It was a special chair. e. He called the dog. 3. Complete Vocabulary Study according to directions.

REMEDIATION	ENRICHMENT

OBJECTIVE: Given sentences with some kind of faulty parallelism, the student will be able to rewrite the sentences correctly.

EXAMPLE	ESTIMATED TIME	EVALUATION
		Correct sentences with faulty parallelism.

RESOURCES-MATERIALS	ACTIVITIES - STRATEGIES
LAW, Payne, pp. 143-151. EFF. ENG. PROSE (Singer), pp. 101-109, 113. COMPOSING WITH STYLE, (Cambrdige), pp. 226-230. LANDMARKS, p. 97. BASIC SKILLS IN GRAMMAR, (Cambridge), pp. 63-63. #1 SKILLS IN LANGUAGE II, (Cambridge), pp. 69-82.	1. Read Text pp. 143-150. 2. Complete assignment #1 on page 150-151.

REMEDIATION	ENRICHMENT

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APPENDIX D

Evaluation

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Student Reaction to Health and Small Business Clusters

At the end of the first grading period during which students were active in EBCE, the EBCE staff administered a survey "Student Opinion of Completed Cluster and Related EBCE Program." Some of the results of this survey appear here. Responses were reviewed by EBCE staff so that problems or suggestions could get immediate attention.

We have analyzed the results from 15 students in the Health Cluster and 13 in the Small Business Cluster. Not all students answered every question. Most questions were answered by responding on a five point scale. The first question deals specifically with the success of cluster activities as perceived by individual students. The cluster activities and student responses appear on a following page. Most items reveal enough variance to suggest that different activities were useful to different students. The most unanimity appears in favorable responses to being in the community (10), career learning (3) and talking with various reference persons (12). There is little agreement among students as to the success of academic sub-programs (2 and 7), using forms (4) and report writing (13), which might reflect the wide range of academic ability and interest in the group. The spread of responses on key items such as goal setting (11) and future planning (6) suggests that perhaps one period of exploration and exploring only one job cluster is inadequate to satisfy the needs of substantial numbers of students. Similar findings after more clusters are explored would be disheartening, but are not expected.

The next major area is that of the types of activities in which students engaged with their primary resource persons. No student reported spending over 10 hours with any one resource person; however, 16 of the 27 respondents did spend between 6 and 10 hours with such a resource person. Approximately half of all students said that the most important resource person was not the person with whom they spent the most time (8 of 15 in Health and 7 of 13 in Small Business). They yielded the following data on the interest in EBCE of on-site persons, from "Definitely No" (1) to "Definitely Yes" (5):

	1	2	3	4	5
Health	0	1	1	8	5
Small Business	0	1	5	5	2

Thus, there is strong agreement that most on-site persons are interested in the program. The activities in which students engaged on site are tabulated on a following page. There is evidence in this table that perhaps a more active involvement of students in work is desirable in some instances. Students were asked to respond directly to this issue with the question "Did you get to actually do things, rather than just watch and listen?" The responses were as follows, from "Definitely No" (1) to "Definitely Yes" (5):

	1	2	3	4	5
Health	0	4	5	2	4
Small Business	0	1	4	3	5

Thus, all students agreed that some active participation took place, but there does appear need to increase the active experiences.

Students were asked to identify which specific jobs provided the most learning. Results to this question are on a following page. "Night nursing" was cited by eight students as providing the most learning. No other health job was cited more than once, but there were 11 health jobs cited by exactly one student. (Some students chose more than one job as their choice.) Within the Small Business cluster, three jobs were cited by three or four students and three jobs by only one student. Thus, almost all jobs stimulated learning in some student, whereas no job was chosen for "most learning" by a substantial number of students. Thus, the need to diversify exploration activities is seen as critical.

Students were also asked about their opportunity to make their own activity choices at job sites. One student (Health) said "Definitely No," nine gave neutral responses, and five gave "Yes" or "Definitely Yes." For Small Business, none said "Definitely No" or "Definitely Yes," while all responded with one of the neutral responses (No, 4; Neutral, 6; Yes, 3). This data is unclear. It appears that there is some disagreement as to the degree that students are allowed freedom to choose activities.

Students were asked to suggest program changes and to give comments and suggestions. These appear on following pages along with counts of the numbers of times comments were made. Only one student suggested that students be given more opportunity to choose activities. There were requests to decrease paperwork, to have more active job experiences, and to improve preparation prior to going on-site. This latter concern is more with the adequate preparation of resource persons and on-site contacts, rather than the adequate orientation of students. Both of these types of orientation need improving, however.

Student Perception of Success of
Health and Small Business Cluster Activities

	Not Successful		. . . . . .		Very Successful
Health Cluster	1	2	3	4	5
1. Visiting resource sites	0	1	2	3	9
2. Improving basic skills	3	4	4	4	0
3. Learning about careers	2	0	0	4	8
4. Using forms for planning	6	3	5	0	1
5. Learning about oneself	1	0	3	5	6
6. Planning for future career	1	1	5	3	5
7. Learning academic skills	2	3	5	4	1
8. Learning to make decisions	1	0	3	8	3
9. Participating in activities	1	0	2	5	7
10. In community	0	0	0	2	13
11. Setting goals	2	3	3	5	2
12. Talking to people	0	0	3	4	8
13. Writing reports	2	2	6	4	1

Small Business Cluster	1	2	3	4	5
1. Visiting resource sites	1	0	4	5	3
2. Improving basic skills	1	5	2	2	3
3. Learning about careers	0	0	2	4	7
4. Using forms for planning	2	3	4	2	2
5. Learning about oneself	1	1	2	5	3
6. Planning for future career	1	0	5	4	3
7. Learning academic skills	3	2	3	3	1
8. Learning to make decisions	1	1	2	7	2
9. Participating in activities	0	0	2	3	8
10. In community	0	0	1	6	6
11. Setting goals	1	0	3	8	1
12. Talking to people	0	0	0	3	10
13. Writing reports	4	2	3	2	2

Frequency of Activities with the Most Frequent Resource Person

	Never			Always
	1	2	3	4
Health Cluster				
Talk about jobs, careers	0	6	5	3
Observe work activities	0	3	6	6
Participate in work activities	0	7	2	5
Learn job or career skills	2	5	4	3
Plan or work on project	5	4	4	0
Talk about personal interests and issues	0	3	7	4
Small Business Cluster				
Talk about jobs, careers	0	4	6	1
Observe work activities	0	0	7	4
Participate in work activities	0	3	5	4
Learn job or career skills	0	3	6	2
Plan or work on project	0	4	4	2
Talk about personal interests and issues	0	3	5	4

Frequency of Activities with the Most Meaningful Resource Person*

	Never			Always
	1	2	3	4
Health Cluster				
Talk about jobs, careers	0	1	4	2
Observe work activities	0	0	4	3
Participate in work activities	0	1	3	2
Learn job or career skills	0	1	5	1
Plan or work on project	2	1	1	1
Talk about personal interests and issues	0	1	3	4
Small Business Cluster				
Talk about jobs, careers	0	0	3	4
Observe work activities	0	2	1	4
Participate in work activities	1	1	2	3
Learn job or career skills	0	2	1	4
Plan or work on project	1	1	1	3
Talk about personal interests and issues	0	2	1	4

---

*Responses are only from students who identified the "most meaningful resource person" as someone other than the person with whom they spent the most time.

From What Did You Learn the Most?

Health Cluster Students	
Night nursing	
Hospital system teamwork	8
Food services	1
Rehabilitation nursing	1
Radiology	1
Cardiology	1
EKG	1
Respiration therapist	1
Recreational therapist	1
Physical therapist	1
Ward secretary	1
Film Development	1
Veterinarian	1

Small Business Cluster Students	
South Pleasant Nursery	
AAA	3
Burger King	3
Child care	4
Bowling alley	1
Talking to owners about their careers	1
Making a triptik	2
	1

Procedural Changes to Aid Learning

Health Cluster Students

Fewer forms	4
More participation	3
More activities	3
More time	1
Prepare resource persons on student expectations	1
Give students materials prior to visits	1
Allow students to tour departments and choose the ones to visit	1

Small Business Cluster Students

More participation	7
Fewer forms	1
More sites	1
Fewer confusing assignments	1
Have site directors prepare ahead of time	1
Let students decide on activities at site	1
Inform resource persons on student goals	1
Have resource persons stop worrying about injury to students	1

Comments and Suggestions

Health Cluster Students

Fewer forms	3
Drop consumer economics	1
Drop finance services	1
Continue	1
Good program	1
Educational	1
Personnel are interested	1
Journals are good	1
Eliminate unhelpful persons	1

Small Business Cluster Students

Good program	4
Employers-instructors are interesting	1
Eliminate: Midas, AAA, Mini-Skool	1
Eliminate Mini-Skool	1
Less time at South Pleasant Nursery	1
Sites are boring at times: AAA, South Pleasant Nursery	1
More activities	1
Tell site directors that students are not employees	1
Assure that students talk to business managers	1

Table 21

Distributions by Sex of Grades Assigned for EBCE-Related Credits

Credit	Sex	Grades				
		F	D	C	B	A
Consumer Economics	M	0	4	8	2	0
	F	0	4	7	0	0
	T	0	8	15	2	0
English/Speech	M	0	4	6	7	0
	F	0	2	8	2	0
	T	0	6	14	9	0
Mathematics	M	5	5	4	1	0
	F	1	4	5	1	1
	T	6	9	9	2	1
Career Education	M	0	6	4	5	2
	F	0	1	7	3	1
	T	0	7	11	8	3

Table 22

Reported Incidents of Sex Bias in Mid-Semester Survey

Job Sites

Veterinarian: boys could pick up dogs but girls couldn't
Triple A: speaker looked at and talked more with boys than with girls
Night Nursing: girls taken a few places boys weren't
Bowling Alley: overexplained to girls as if they were dummies
Midas: seem to think girls would get hurt or were ignorant
Laundry: boys did all the hard work

Class Materials

Communication Book: "girls get more upset and break up easier"
IRS Booklet: male always cited as money winner

Guidance Activities

Film on stereotyping
Vague attitude of certain places and jobs for women

Staff

One teacher was reported to talk too much about sports while talking as if girls don't know much about sports. This teacher was also reported to have stated that men are more physically and emotionally strong than women. A second teacher was reported to explain things to boys and to pay boys more attention. (Actually, there were very few comments from any students suggesting staff sexual bias.)

Interviewer____________________________ Date________ Time_____

EESI PARENT INTERVIEW FORM

Student______________________________ Parent/Guardian_____________________

Cluster______________________________ Grade___________

1. Have you noticed any positive changes in your child that might be a result of the Competency Based Career Education Program?___________ If yes, what are some of these positive changes?

2. Have you noticed any negative changes in your child that might be a result of the Competency Based Career Education Program?___________ If yes, what are some of these negative changes?

3. How do you feel about your child being in this program?

4. Note here any critical suggestions of parent.

Introduction/Confidentiality Statement--Parent Interview

I am ________________________, from Athens, Georgia. I called you because I am employed to help evaluate the career education project that

________________________________ is participating in at J. L. Mann High
(name of student)

School this year. One of our responsiblities is to talk with the parents of the children in the program. We will take the comments from all the parents and write a report for the school but no one on the school staff will be able to identify the parents who made the comments, so please feel free to tell us what you think about the project.

Suggested Closing Comments

Thank you very much for your time. We appreciate your help in evaluating this project. At the end of the year we would like to send you a form with a few questions to see how the parents feel about the project at that time. Thank you again . . .

FESI CLASSROOM OBSERVATION FORM

Subject Area: Date:

Instructor: Day:

Period:

Number of students:

Length of Observation:

Teacher Objective:

Student Objective:

Type of learning activities:

Student involvement:

Individualization:

Career education related concept:

Evidence of sex role stereotyping:

Critical instances:

Interviewer________________________ Date_____Time_____

EESI STUDENT INTERVIEW FORM

Student__________________________ Job Cluster:__________________________

Grade:___________________________ Courses:______________________________

CONFIDENTIALITY STATEMENT: I am going to ask you some questions about your experience in the Career Education project. No one in this school system will see your responses. We will take the answers of all the students back to Athens, Georgia, and make a report which will not identify any student by name. This report is all that the school system will receive.

1. What do you like most about being in this Career Education project?

2. What do you like least about being in this Career Education project?

3. I am going to list some specific areas and would like your comments about them. What do you feel about:

   a. classes you are taking:

   b. guidance sessions:

   c. field centers:

   d. transportation arrangements:

   e. scheduling problems (classes or field sites):

4. If we could go back and begin this project again, what would you like to see changed?

5. From your experiences so far this year, do you have any recommendations for next year's project?

EESI Student Evaluation Form

6. Do you feel that the girls (boys) have been treated any differenly than the boys (girls) in

   a. the job sites (if so, how, when, and by whom)?

   b. project classes (if so, how, when, and by whom)?

   c. guidance group (if so, how, when, and by whom)?

   d. project staff (if so, how, when, and by whom)?

EESI MATERIALS REVIEW FORM

Published

Subject area--

Title--

Author--

Publisher--

Date published--

Who purchased materials--

For what purpose--

How is material used--

Is material related to specific project objective--which one?

Sex role stereotyping--

EESI MATERIALS REVIEW FORM

Unpublished

Nature of material--

Subject area--

Author--

Time of construction--

Description of materials--

Career education objective--

Material utilization:

How?

By whom?

Any evaluation data--

Instructor--

Student--

Evidence of sex stereotyping--

Any recommendation--

EXTRANEOUS ISSUES

Furnishings--

Setting--

Attendance--

Use of ARC by students--

Community resource people--